Welcome To Our Spring Term

'Meet and Greet'

For Polar Bear Class



Our Vision

All Saints is a calm, happy, inclusive and welcoming school, founded on love and hope, which works together to build a better community for everyone. We respect and care for all God's people (of all faiths and none) and His world, playing our part in God's plan as we journey together to achieve the best for ourselves and others.

Our Mission

To inspire all children at All Saints Church of England Primary School to be resilient, confident and curious learners and nurture their development to ensure every child can succeed and make a positive contribution in an ever changing world.

LOVE HOPE COMMUNITY

Review of the Autumn Term

- Children quickly settled into to school routines and have bonded as a class
- They have enjoyed all aspects of school life and are firmly integrated into All Saints school – enjoying being with the rest of the school in worships, at lunchtimes and whole school playtimes
- They have covered phase 2 phonics which is most of the single sounds and begun phase 3 which looks at digraphs and trigraphs
- Many are blending independently and reading!
- Many are using their known sounds to write words and phrases
- In maths we are rote counting to 30 (although some can count further than this) forwards and backwards from 12
- We have covered the numbers 1-5 in detail including subitising, more than, less than, 1-1 correspondence and composition.

Key changes in the spring term

- Morning activities are now more focused on phonics and maths and consolidate what children have learned in lessons
- Children now attend all school worships
- They go out to play at morning break – this was led by them
- We have introduced ‘cosy club’
- PE is now a Thursday morning. It is still indoors and so trainers/plimsolls are not needed.
- Our library day is a Thursday

What hasn’t changed…

- Discovery time is still the most important part of our day
- It remains at one and half hours in the morning and afternoon
- Children have access to outside whenever it is discovery time – please bear this in mind when sending a coat
- Forest School will still be on a Friday – weather permitting

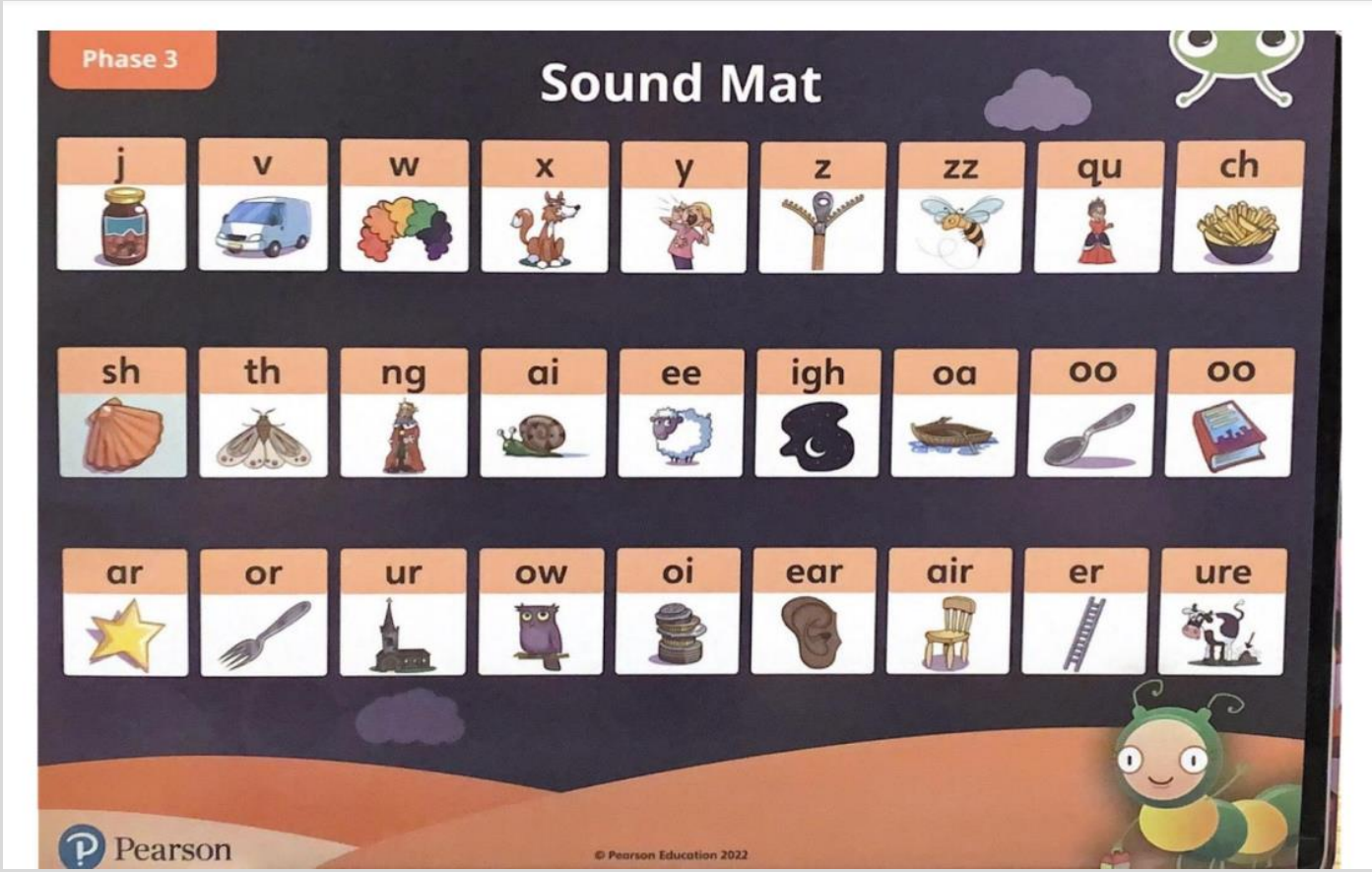
Spring Timetable

	8.45-9.10am	9.05-9.25am	9.25-10.00am	10am	10.45 – 11.45am	11.45 -12pm	Lunch Time 12 – 1PM	1pm –1.20	1.20-2.45pm	2.55 -3.10PM	3.10PM
Monday	SPARKLE TIME	PHONICS	DISCOVERY TIME (ADULTS READERS)	Snack/Worship/ Break Time	DISCOVERY TIME	H/W		MATHS	DISCOVERY TIME	CARPET TIME	BOOK SNUGGLE
Tuesday	SPARKLE TIME	PHONICS	DISCOVERY TIME (ADULTS READERS)	Snack/Worship/ Break Time	DISCOVERY TIME	H/W		MATHS	DISCOVERY TIME	CARPET TIME	BOOK SNUGGLE
Wednesday LW PPA	SPARKLE TIME	PHONICS	DISCOVERY TIME (ADULTS READERS)	Snack/Worship/Break Time	DISCOVERY TIME	H/W		MATHS	DISCOVERY TIME	CARPET TIME	BOOK SNUGGLE
Thursday	SPARKLE TIME	PHONICS	DISCOVERY TIME (ADULTS READERS)	Snack/Worship/ Break Time	DISCOVERY TIME	H/W		MATHS	PE / DISCOVERY TIME/LIBRARY	CARPET TIME	BOOK SNUGGLE
Friday	SPARKLE TIME	PHONICS	DISCOVERY TIME		CARPET TIME			FOREST SCHOOL	BOOK SNUGGLE	CELEBRATION WORSHIP	

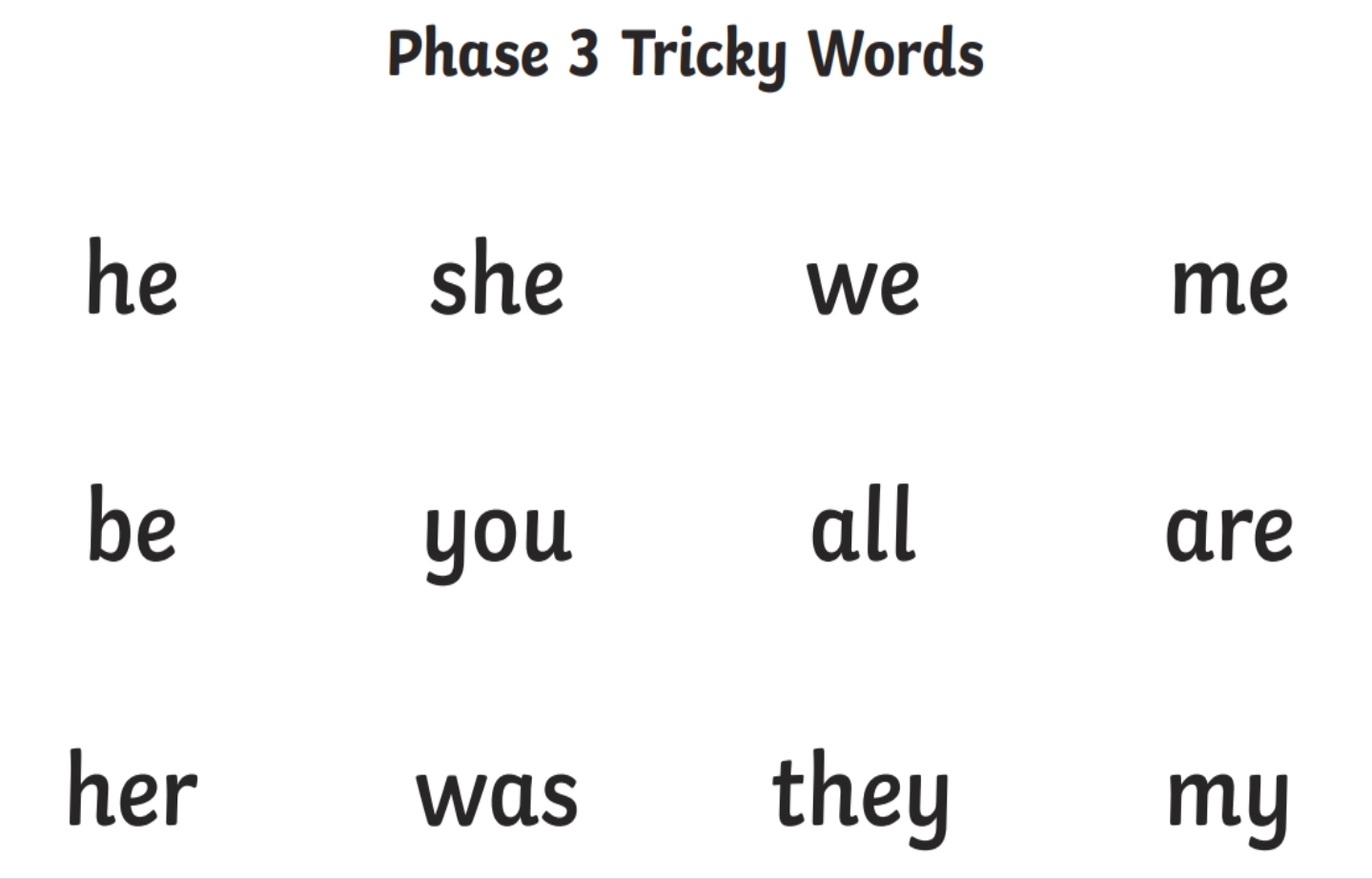
Phonics in the Spring Term

Children will begin to learn phase 3 sounds this term. These are sounds called diagraphs and trigraphs – which means they have 2 or 3 letters that make up 1 sound.

For example sh, ch, th



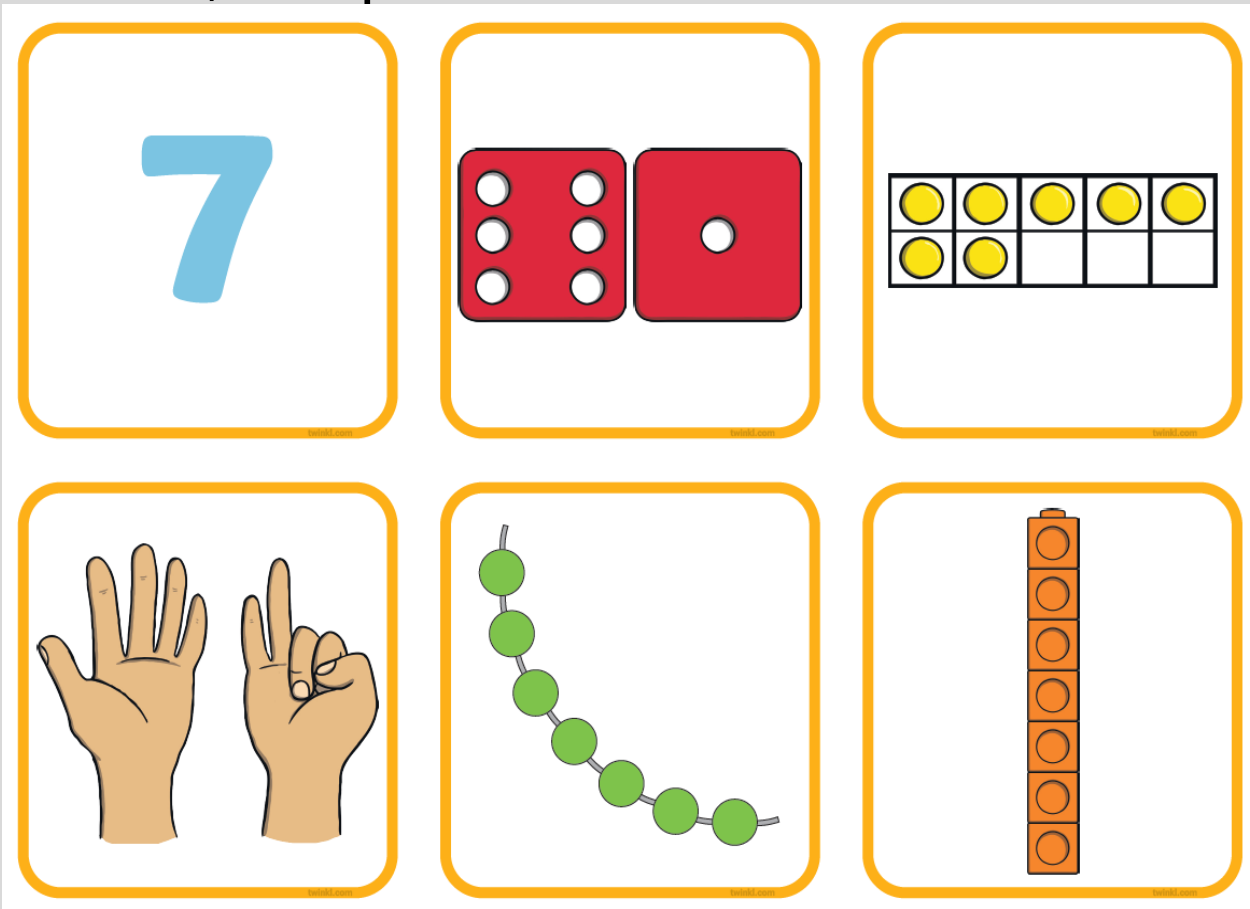
Most children can now read phase 2 tricky words by sight. They will now be given the phase 3 tricky words – these are words that cannot be sounded out. Children need to learn these by sight. If you are able to support your child in learning to read these at home, that will be hugely beneficial.



Maths in the Spring Term

This term we will be covering:

- The numbers 6 -10 in different representations, number bonds, part part whole models, patterns, comparison



- Length and width

- Using the language of larger, smaller, longer, shorter, wider, narrower
- Using non-standard units to measure and compare



- Time

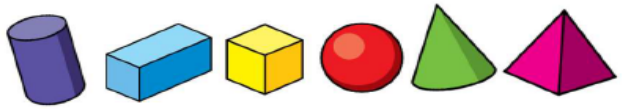
- Language such as before, after, soon, next, later, earlier, yesterday, today, tomorrow
- The concept of how long things take using timers

- Shapes and Patterns

Hold up an object for example a crisp tube or a cereal box.
Which of the 3-D shapes is this like?
Why is it like this?
What other items have this shape?

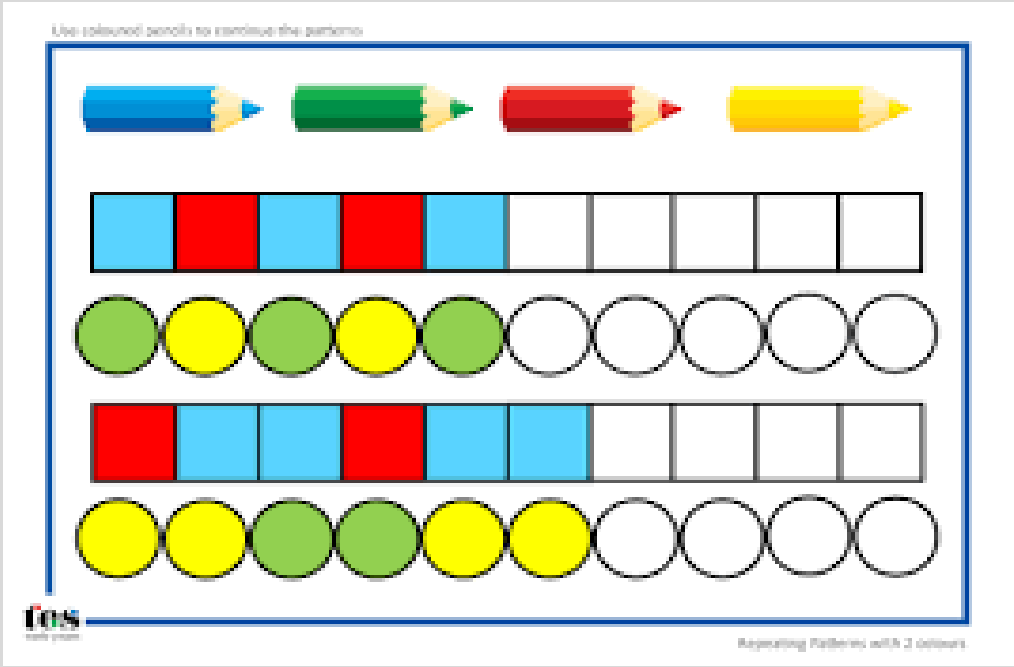


Show the children a collection of 3-D shapes. Choose one of the shapes. Ask the children to tell their partner as many things as they can about the shape. Can they find another shape like this? Can they find a different shape? How is it different?

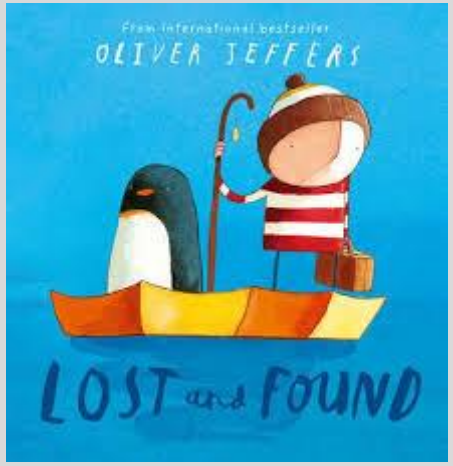


Sort the shapes into groups.
Ask: 'Why did you put these shapes together?
How is this set different to this one?
Is there another way we could sort them?'

Which shapes would you use to build Rapunzel's tower?
Can you add a staircase?
Which shapes would you use at the bottom of the tower?
Which shapes would you use at the top?



Texts in the spring term



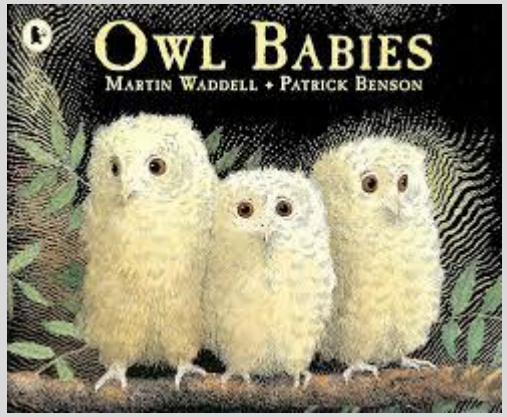
Hot and cold places



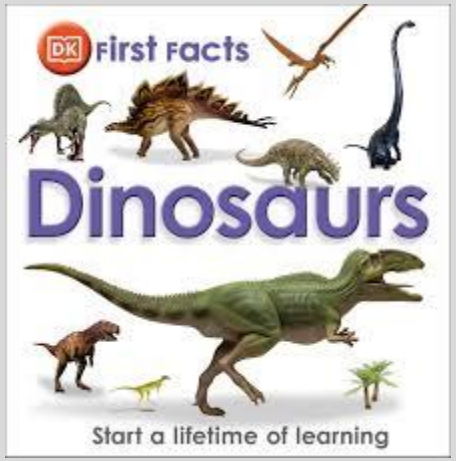
Under the Ocean



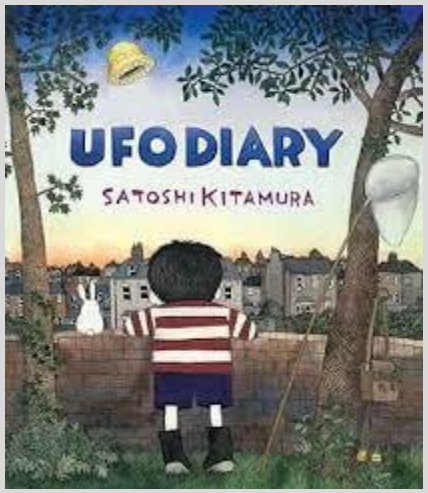
In the Jungle



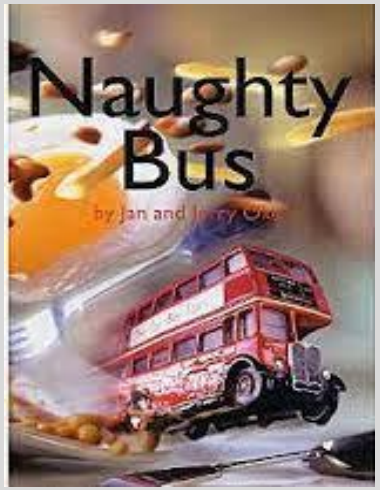
Wildlife in the UK



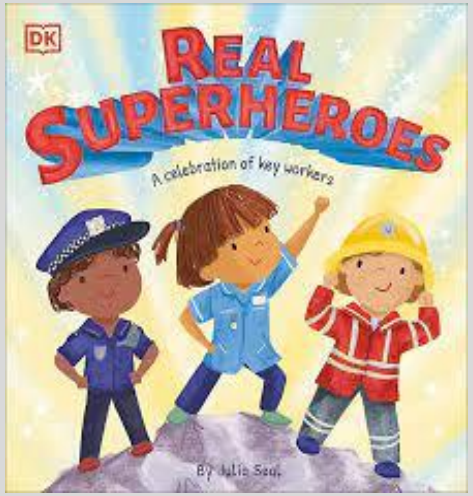
Animals we no longer see



Space



Transport



People Who Help Us



Polar Bears

Assessment this term

- This term children are working milestone 3 for each of the curriculum areas
- Some children may be having intervention to help them meet prior milestones but are still ‘exposed’ to new content
- Some children may have already exceeded milestone 3 and will be provided with enhancements within carpet times and in the environment

Homework

- Children have 2 reading books
- One of these books is closely linked to the phonics sounds they have been learning and is allocated by an adult.
- The other, children will choose themselves from a colour band. This means it may contain sounds and words your child is not yet confident with.
- Research tells us that children need to read a book at least 3 times. This enables them to focus on decoding and comprehension.
- Children will read to an adult in school but it is extremely beneficial if they read at home to an adult at least 3 times a week.
- In your child's reading folder will also be tricky word cards – please could you practise these with your child at home.

General expectations

- A named water bottle and named school uniform. No jewellery please. If your child has pierced ears please ensure they are only studs and provide tape to cover them during PE.
- We provide fruit and crackers/breadsticks for snack so you do not need to send a snack into school.
- Children in year R are entitled to a free school lunch but if you do send a packed lunch please don't send sweets or anything containing nuts.
- We will be outside a lot so please provide wellies to be left in school and ensure your child has a waterproof coat.
- We have very limited space to store bags so please keep to book bags that can be stored in your child's tray.
- PE kits can remain in school for a half term or taken home weekly. Our structured PE slot is a Thursday afternoon.
- Please discourage your child from bringing in toys from home, it can cause real distress if they are lost or broken.
- Please ensure that reading books come into school daily so children can read to an adult and change them when necessary.

Drop off in the mornings

- The school day starts at 8.55am and the tasks they do are crucial opportunities to practice taught skills so it is important that they are in school and settled by this point where possible.
- Children are brilliant at coming into school independently. This enables us to have a quick start to our day.
- You are very welcome to continue to drop children off in the garden area where you can chat to staff if you have messages you need to relay. You can also drop children at the school main entrance and they can walk down to the classroom by themselves. There are lots of staff around to guide them if needed.

We would love to hear about how your child ‘sparkles’ at home!

_____ sparkled at home.

Date:



Please record how your child ‘sparkled’ and tick which learning gem was used (or I can do this part in school) and send it in with your child. We can then celebrate your child’s learning at home as a class and add a gem to our treasure chest.

Behaviour Policy & Expectations

Our Behaviour expectations are based around ‘Ready, Respectful, Safe’

- the children understand that they need to be **ready** to learn, ready to listen and ready to respond appropriately. They know they need to be **respectful** of themselves, others and their environment. They also know that at all times they need to keep themselves and others **safe**
- Our behaviour expectations focus on the positives (Green choices – ‘Go’ Behaviours. Red choices are ‘Stop and think’ choices which we help children to reflect on and ‘turn around’
- We work hard to promote positive behaviour in a range of ways:

Attendance

- An attendance of 97% is essential to ensuring children make progress.
- If children feel a little under the weather – please send them in – they often ‘pick up’ once busy in class – we will monitor and contact you if needed
- If children are ill – please ring office by 9.30 with reason – you can leave a message - we must be able to account for children even if they are not in school
- Essential children are on time – must be in by 8.55 - this ensures a calm transition for your child and the class

Parental Involvement & Engagement

- Sharing worship, sparkle cards, reading at home…
- Stay and play sessions: the last Wednesday of each month you are invited to come and share discovery time with your child.
- Do you have a job/hobby that you could share with our children. We would love to have special visitors to enhance our understanding of the world. This term we will particularly looking for anyone who has a role that falls within the ‘people who help us’ category and anyone who has a role that involves different types of transport.

Finally…

- If you have any worries, concerns or feedback (good or bad) please do let me know. There is open door policy, I'm happy to chat after school.

- Your children are fabulous and are thriving in school – thank you for all your support!