



Fleet Primary School

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Animal Atlas Reception Topic Letter

Dear Parents and Carers

I hope everyone had a relaxing Easter break. Spring is in full swing and the sun is starting to shine. It has been such a pleasure chatting with you and the children each week. It really is a credit to you all to hear how happy they are and how each of you are making the most of this challenging situation. I miss them all so much so it puts a big smile on my face knowing they are enjoying themselves.

Normally in a topic letter, I would aim to detail the whole terms work. At this time, I think it best to give you an idea of the key objectives to cover at home and then give you another topic letter if and when we can hopefully get back to school.

This term our topic is called *Animal Atlas*.

We will be learning about animals from around the world, focusing on a continent at a time.

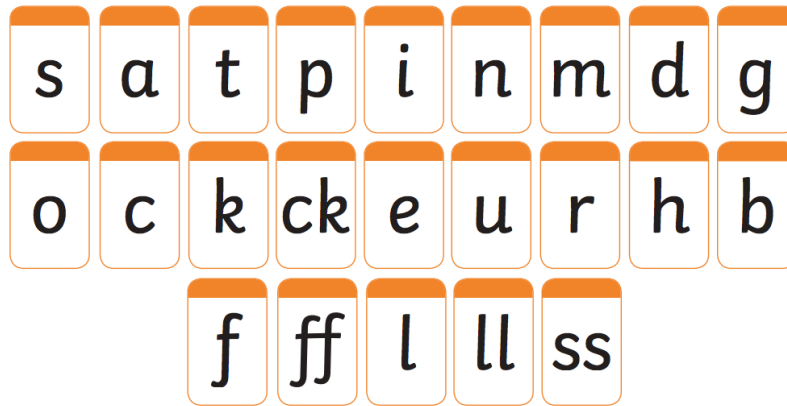
I decided on this topic not only because we have a lot of animal lovers in the class but because there are lots of lovely resources you can access easily online linked to this.

We will have a key text each week. I will share a video of me reading this text and will suggest some activities for the children to do. Further ideas will be on the weekly plan document on our website following the same format as before the holidays. I will keep the plan as simple as possible with a clear objective for phonics, reading and maths each week and other creative ideas. These are some of the key texts...



Phonics

Before leaving school, we had spent a lot of time learning Phase 2 sounds and had started on Phase 3. The best thing you can do in regards to phonics, is ensure your child is secure with these Phase 2 sounds;



If your child can tell you all of these sounds, then move onto Phase 3.

If not, continue to practise the ones they aren't yet sure about using the phonic games on the website.

We had started on Phase 3 and covered; *j, v, w, x, y, z, zz* and *qu*. We will revise these for the next week and then move onto new learning initially covering the sounds *ch, sh, th*, and *ng*.

The next set of sounds are the vowel diagraphs; *ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure* and *er*.

To reassure you, Phase 3 is revised in Year 1 so it's great we got to a good place with Phase 2 before school closed.

These are the Phase 3 sounds -



Reading

Please continue to read to and with your child everyday. It really is the best thing you can do to help them with their learning.

Utilise the ebooks on the Oxford Reading Tree website. <https://home.oxfordowl.co.uk/reading/> I will also add links for other ebooks to the plan each week and will make resources for your child to read, along with a weekly poem.

The aim for reading in Reception is for the children to be able to read a simple sentence using their phonological understanding. This sentence may include some irregular words, 'tricky words' such as *the*, *to*, *was* and *you*. Short, frequent bursts of practise will help them achieve this.

You can also help by –

- Reading yourself where your child can see you, this shows them you value reading.
- Letting your child handle the book and turn the pages when reading together.
- Give books as rewards.
- Listen to books on CDs or online.
- Reread favourite books again and again.
- Read recipes together when cooking or baking.
- Make movies retelling favourite stories.



Writing

Each week I will suggest a writing activity that links to the key text such as writing; a recipe, fact files, own versions of the story, a new ending, postcards, speech bubbles or comic strips.

How to help -

When writing with your child, encourage them to tell you their ideas.

Talk is very important for the writing process.

Then you could say, "Great idea! What will you write down?" Help them formulate a sentence.

Practise saying this a couple of times so they remember their sentence.

Next say, "What's your first word? What sounds can you hear?" Encourage them to say the word slowly and listen for dominant sounds. They might need to say the word a number of times to hear these. I say to them to stretch the word out like chewing gum. Then they write the sounds they can hear in order.

It's important they try to do this themselves, rather than copying what you've written.

Please hold back on correcting them too much and remember their writing attempts will match their phonetic understanding. It's better for them to write independently and feel confident as a writer than to be confused with phonic rules they don't yet understand. For example, they might write, *nit* for night, *funee* for funny or *elefnt* for elephant. This is completely acceptable and appropriate for their age. They are just at the very start of their writing journey so we need to help them feel confident in the process.

Have their letter card handy if they need to refer to any letter sounds or formations. Key 'tricky words' are on this sheet as well. The letter card is on our website for your reference.

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/FleetPrimaryRedesign/MainFolder/3-Parents/Home-Learning/jolly-phonics-letter-card.pdf>

The aim by the end of Reception in writing is for the children to write a simple sentence independently with phonetically plausible attempts, meaning they can hear and write the key sounds in words on their own.

Please let me know if you would like help with this as I'm happy to talk you through more during my phone calls home.



Mathematics

The Reception learning goal for *Number* is for the children to count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Each week I will suggest activities you can do to support the children with this.

For the other component of Mathematics; *Shape, Space and Measures* the children are taught to use everyday language to talk about size, weight, capacity, position, distance, time and money. They recognise, create and describe patterns. They explore everyday objects and shapes and use mathematical language to describe them. These have been regular focuses with the provision we have had throughout the year and are good for you to know but at this stage, more emphasis will be given to *Number* with the types of activities I suggest you help with at home.

Expressive Arts and Design

In class, I like to look to the children for inspiration for ideas.

Please remember to send me what your child has been making or doing and I can pass this on to the other children to try out too. Send your photos to admin@fleet.camden.sch.uk The children love to be recognised for their good ideas.

I will suggest songs, crafts and activities each week on the weekly plan.

Physical Development

Remember to keep active and build exercise into your day be it dancing, yoga or Joe Wicks on YouTube. I know you are all doing things that suit you.

Help support fine motor control with threading activities, cutting with scissors and jobs such as helping to chop up food. This helps to build up the muscles in their hands they need for writing. Practise letter formation using some of the sensory ideas suggested on the website such as writing in sand and flour or washing up liquid. Remind them to write their name on their drawings so this isn't lost.

Please remember I'm on my email everyday so please reach out if you need anything. I'm more than happy to help. I will continue to check in twice a week and will dedicate Mondays and Thursdays to this.

Thanks and stay safe,

Beth Cleine