





EYFS (Reception) Newsletter

Spring Term Date. 07.01.21



Welcome back! We hope you have all had a wonderful Christmas break. We have another action packed half term full of fun and learning.



To see a 'snap-shot' of what we get up to each half term remember to visit our















We are fortunate enough to have our own EYFS library. We actively encourage and promote the love of reading and have a wonderful space where the children can relax and explore a wide range of books. Each week, the children in Reception will be visiting our library. The children will be encouraged to select a book that they would like to take home and enjoy. Please can you ensure that your child has their library book each Monday for it to be changed.



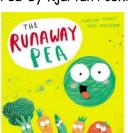
Thank you for your continued support and engagement with THANK Tapestry. The children have Youl (thoroughly enjoyed sharing their home learning with the rest of their class. It has provided a great opportunity to support the children's speaking and listening skills.

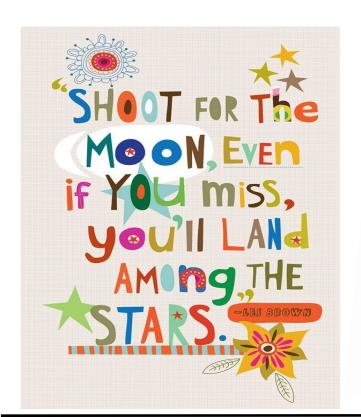


<u>Superheroes</u>

Our topic this half term is 'Superheroes'. We will be focusing our learning around the story 'Supertato' by Sue Hendra and the much loved story 'The Runaway Pea' by Kjartan Poskitt.







Have a go at some of the Topic Homework Activities...

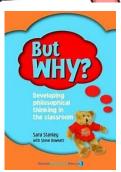
Remember to upload your photos and videos to Tapestry.

Reception- O p	tional Home Learning	g Project Spring Ter	m 1 2021
may feel less confident. Work can be recorded in an	y format e.g. photo's, written document, t bring any completed work into school to	d on the skills that are your child's strengths and als recorded song, video. Any completed activities are share. We will celebrate completed project work v	to be uploaded onto Tapestry. We
	Spring 1 Topics	<u>'</u>	
Literacy (ongoing)	Reading book, words, phonics , name writing		
	Spellings - tested on Thursdays		
Mathematics	Can you learn a counting song that you don't already know?	Number Formation—can you write your numbers to 10? If you can have a go to 20.	Can you draw a picture that is made u just shapes squares, circles, triangl
Expressive Arts	Responding to Music	Puppet Show	Can you design a superhero
and Design	Play a piece of music – how does it make you feel? Can you make up a dance combining different movements?	Choose two soft toys—can you create a puppet show? You could even design a setting.	What super powers would they have?
Understanding	Who is your Superhero?	Healthy Meal	Go on a nature walk
the World	What makes them special to you?	Can you make a healthy meal with an adult – what are the ingredients? How did it taste?	What seasonal things can you see? What can you hear and feel? Can you notice any animal homes?
	Could you make them a kindness card?		
Communication	Philosophical Thinking	With your child's weekly library book- discuss the char-	Go on a sensory object hunt.
	Have a discussion about what you would like	acters within the stories and how they might be feeling	Find five random house hold objects-
and Language	to be when your are older? What skills would you need to do your chosen job?	at different points. Did you en joy the story? What did you like/not like about it? Could you think of a different	do you know what they are made from? Can you think of 3 words to describe



But Why? Developing Philosophical thinking in the Classroom.

The Early Years team have been researching Philosophy in the Classroom. After reading and reflecting on the text 'But Why?' by Sara Stanley, we have decided to incorporate Philosophical thinking within our setting. Children are naturally nosy. They enter school with a wealth of questions and curiosities. We want to foster the rediscovery and validation of their innate curiosity. There are many benefits to Philosophical thinking as it; creates a climate for learning, increases motivation, encourages creativity and imagination, develops communication skills, encourages justification of beliefs and it develops confidence, self-esteem and emotional identification.



"Philosophical thinking equips young children with deeper understanding of their thinking processes enabling them to progress at a more advanced rate." Sarah Stanley.

Here's a question for you to discuss at home...

Is something real if you have never seen it?

(Views are documented side by side as they are equally important—we would love to hear what you think..! Please upload to Tapestry)

Parent/Carer's thoughts	Child's thoughts