

# Antarctica Class

## Expectations Evening



## Personal, Social and Emotional

### Being me in my world & celebrating differences

- School rules
- How to be kind and gentle in class
- My rights and responsibilities
- My identity
- I can talk about something I am good at and how it feels.
- Similarities between people in my class.
- One way in which I feel special or unique.
- How people have different homes & families.
- How to make friends.
- How to stand up for myself by using words.

**Vocabulary:** ready, respectful, safe, kind, gentle, caring, sharing, rules, responsibilities, behaviour, home, family, culture, different, same.

## Knowledge & understanding of the world

### I can talk about:

- My family and who lives with me (who lives with me in my house? Who are the special people in my life? What do they do? Who are my grandparents)
- My likes and dislikes (food, sounds, games, music etc)
- talk about what makes me who I am (What I look like and who in my family looks like me. I can talk about the things I am good at)
- Who is in my school community and what do they do?

**Vocabulary:** family, community, Mother/Mum Father/Dad Parent Sister Brother Grandmother/Nana, Grandfather/Papa Auntie, Stepmother/father/sister/brother Uncle Cousin, Head Teacher, Cook, Teaching Assistant, Teacher, Lunch Break Supervisor, Lollipop lady, Caretaker



## YR LEARNING OVERVIEW T1

Termly value: Thankfulness  
Learning Gem: Ruby Power

## Communication, Language & Literacy

### Rhyme and beginning sounds

- Identify different sounds
- Play I spy and identify initial sounds in words
- Join in with nursery rhymes, songs and chants.
- Learn stories off by heart: *Hairy Maclary*, Julia Donaldson
- Handle books carefully
- Recognise my name
- Recall *s a t p i n m d g o c k e u r b* sounds
- Read word list 1 - 5 by blending sounds together (overleaf)
- Read tricky words: I no go
- Talk about pictures I have drawn
- Try to write my name
- Learn how to write letters for the sounds learnt using pre-cursive script (see Letter join below)
- Learn about how to show active listening skills: stop what you are doing, looking at the person talking, respond appropriately.

### Nursery rhymes:

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-song>

### Julia Donaldson online stories:

<https://www.bbc.co.uk/1/programmes/j064kmhs>

### Handwriting support (Letter join)

<https://www.letter-join.co.uk/login.html> username: l3333 password: home

**Vocabulary:** rhyme, sounds, phoneme, blend, letters, story, fiction



## Expressive Arts and Design

- Create portraits of myself using different types of media
- Join in with songs to explore the **beat** and **tempo**: **nursery rhymes, counting songs**
- Join in with musical instruments (tap sticks, tambourines, drums) to replicate beat and tempo: **How do you do?**
- Using Purplemash, Zamp! Zcreate and Actvinspire, create portraits using a paint programme: select different paint colour and effects.

**Vocabulary:** beat, rhythm, tempo, nursery rhyme, rhyme, click, drag, paint effects.

## Maths

- Match, sort and compare objects recognising what is the same and what is different.
- Measure – What can I measure?
- Comparing size, mass and capacity
- Pattern – copy, continue and create simple patterns.
- Write numbers to 6

**Vocabulary:** same, different, set, sort, bigger, smaller, larger, longer, shorter, taller, heavier, lighter, less, more, pattern

## RE & Spirituality

### What are our Christian Values and why are they important?

#### I can talk about:

- What our Values are and what I understand about them.
- When I have used our Values.
- Why our Values are important.

**Vocabulary:** thankfulness, grateful, compassion, kindness, honesty, truth, forgiveness, apologise, friendship, courage, brave, bravery.

## Physical Development

**Gross motor skill** opportunities: Introductory unit: Moving around an indoor space safely. Awareness of our bodies in a space.  
**Fine motor skill** opportunities: using scissors, brushes, pens, pencils, beads, pegs, tongs, dough and threading activities.

List 1 <small>New sounds: s a t p n</small>	List 2 <small>New sounds: m d</small>	List 3 <small>New sounds: g o</small>	List 4 <small>New sounds: c k</small>	List 5 <small>New sounds: h e</small>
it	am	got	can	kick
in	man	tap	cot	sock
tin	mat	pin	cop	sack
pat	map	on	cat	pick
nip	dad	pot	cod	deck
sat	and	dog	kid	peg
as	sad	pig	kit	get
ant	did	dig		red
tip				men
pan				neck

### Knowledge



By the end of this term I will know:

- The three **school rules**, **Ready, Respectful and Safe**.
- What our School Values are, what they mean, and why they are important to us.
- My surname.

### Maths – Recall Facts to learn at home



- I can count forwards from 0 to 6 and backwards from 6 to 0
- I can recognise numbers to 6 and place them in order.
- Know the dots on a dice automatically by sight rather than counting.

### Curriculum Drivers



**Arts:** We will be using different media to make portraits this term. We will be trying to replicate the line drawings of Picasso.

**Spirituality:** Who am I? What makes me, me?

**Community:** Meet the Manor team: Lollypop Lady, Lunch-break Supervisor, School Administrator, Head Teacher and Deputy Head Teacher. What is their role? How can they help me?

# Reading Diary

List 36  
Phase 5 syllable

Date	Book and Page Number	Remarks
13/9/23	Blasi off	well READ * HANNAH c smile ✓
13/9/23	Practiced her Phonics	well DONE ✓ * HANNAH c smile ✓
13/9/23	Read first chapter of <del>Baron</del> Princess	Shared reading with me. ✓
	Gretel and Grunch 1	14/9/23 ✓
		2 16/9/23 ✓
		3 17/9/23 ✓

Play  
May  
Stray  
Spray  
About  
Cloud  
Found  
Proud  
Sprout  
Loudest  
Pie  
Die  
Cried  
Spied  
replied

This reading wallet must come to school **EVERY** day.

It will contain the following:



1. Phonic assessment sheet
2. Sound mat
3. Word lists
4. Tricky word sheets (there will be 3 in total this year titled: Phase 2, Phase 3 and Phase 4)
5. Two reading books from our reading programme.
6. One 'sharing book' from our library.

#### Phonic assessment sheet

This contains all the sounds your child is learning at school and you may tick the sounds your child can remember and 'dot' the sounds they are not secure with. We will check your child's recall of sounds each term and indicate those they are not yet confident with.

#### Sound mat

On this sheet you will find the tricky words (those words which we are unable to blend and must try to read by sight) and all the sounds your child will be learning in Reception.

Word lists (these will start to come home towards the end of the first term)

The words on these lists will help your child to read using the sounds they have been taught.

#### Reading books

These books have been carefully chosen to match the phonics (sounds) that we are learning each week.

Each book should be read at least three times to develop fluency. By the time your child reads a book on their third attempt they should be able to do this confidently and quickly with less overt 'sounding out'.

The reading scheme starts with picture books and as your child begins to learn sounds, they will then start to take home books with simple words. The scheme then moves to books with simple sentences.

Before a book is read, your child will be encouraged to look at the front and back cover and use the pictures and titles to predict what the book might be about. They will then look on the inside cover to see the focus sounds and tricky words explored in that book. After this they will look through each page of the text and explore the pictures in more detail. Can they predict what might be happening as they turn the pages? This will give context to the book.

Phonic assessment \_\_\_\_\_

(dot indicates taught but needs revisiting, tick indicates secure recall of sound)











































Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Revisit/learn:	Revisit/learn:	Revisit/learn:	Revisit/learn:	Revisit/learn:	Revisit/learn:

s	a	t	p	i
n	m	d	g	o
c	k	ck	e	u
r	h	b	f	l



### Phonics Phase 2 and 3



Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	Gg 	Hh 	Ii 	Jj 	Kk 
Ll 	Mm 	Nn 	Oo 	Pp 	qu 	Rr 	Ss 	Tt 	Uu 	Vv 
Ww 	Xx 	Yy 	Zz 	sh 	ch 	th 	ng 	ai 	ee 	igh 
oa 	oo 	ar 	ur 	ow 	oi 	ear 	air 	ure 	er 	
<b>I no go to the into</b>										
he she we me be was my you her all they are										

Phase 2 Tricky Words Word Mat

no

to

I

the

into

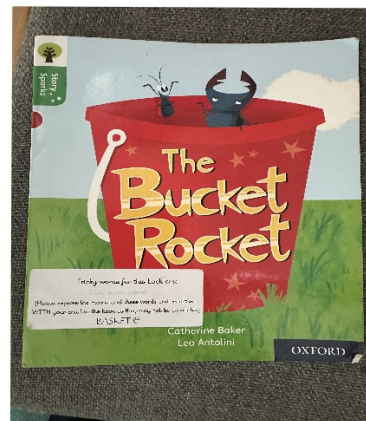
go



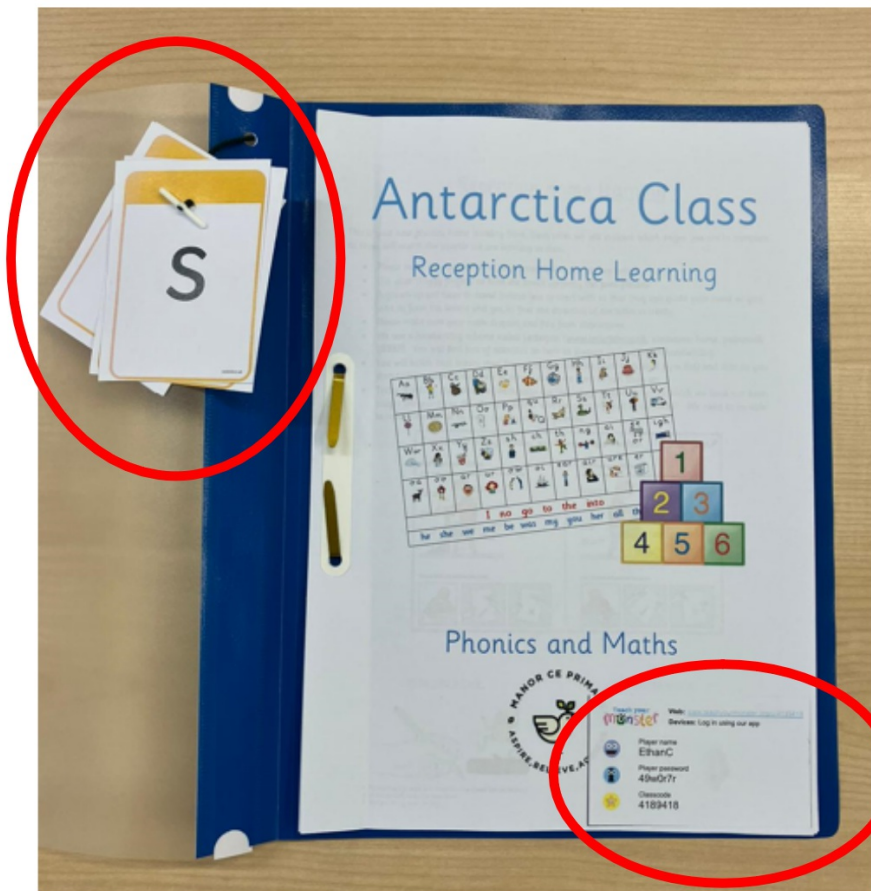
# Reading Books and reading days for each group

(these are the same as the stickers on their pegs)

<b>Monday</b> Readers: <b>RED</b> group	<b>Tuesday</b> Readers: <b>YELLOW</b> group	<b>Wednesday</b> Readers: <b>GREEN</b> group	<b>Thursday</b> Readers: <b>BLUE</b> group	<b>Friday</b> Readers: <b>ORANGE</b> group
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# Sharing Book



**Home Learning folder to come in on Thursdays and return to you with new home learning on Fridays.**

## Reception home learning

Use your new phonics home learning book. Each term we will indicate which pages you are to complete that will match the sounds we are learning in class.

Please make sure you sit at a table properly like the picture below.

Use your 'froggy fingers' to hold the pencil correctly (no pens please).

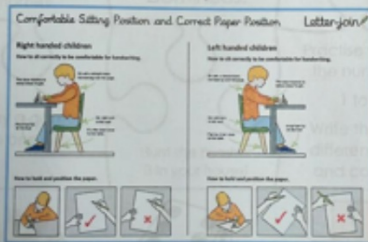
A grown-up will have to stand behind you to start with so that they can guide your hand as you start to form the letters and get to 'feel' the direction of the letter correctly.

Please make sure your room is quiet and free from distractions.

We use a handwriting scheme called Letterjoin ([www.letterjoin.co.uk](http://www.letterjoin.co.uk), username: home, password: 13333). You will find lots of activities on here to support you with your handwriting.

You will notice that letters start from a specific starting point (indicated by a dot) and that as you start to learn sounds with two or three letters, we start to join them up.

Tricky words at the bottom of each page are those high frequency words which we have not been taught the sounds to decode yet. This is why they are referred to as 'tricky'. We need to be able to read these words by sight quickly and confidently.



### Left-handed writers



### Right-handed writers



### Antarctica Class Maths Home Learning Term 1.

Here are some suggestions of things to do at home which will help support our Maths learning in school. The activities can be done in any order and as many times as you like. The idea is to pick an activity to colour in the puzzle piece when you have finished. (this is excellent for practising colouring skills too!) Please post photos of your child's learning on Evidence Me for us to share in class.

Have fun!

Can you make a repeating pattern with objects in your home?

Play a game of  
Dominoes.

What can you find to sort in groups? E.g. laundry, toys etc

Play a game with one dice.

Hunt the number 3 in your house!

Practise writing the numbers 1 to 6.

Write them in different sizes and colours.



## Number formation

Go straight down and then you're done.



[https://youtu.be/\\_aRtur0nvLI](https://youtu.be/_aRtur0nvLI)



<p>1</p> <p>Go straight down and then you're done, That's the way to make a 1.</p>	<p>2</p> <p>First a candy can and then a shoe, That's the way to make a 2.</p>	<p>3</p> <p>Around the tree, Around the tree, That's the way to make a three.</p>	<p>4</p> <p>Down and across and down some more, That's the way to make a four.</p>	<p>5</p> <p>Short neck and belly fat, Number five, wears a hat.</p>
<p>6</p> <p>First a stick and then a hoop, Number six makes a loop.</p>	<p>7</p> <p>Across the sky and down from heaven, That's the way to make a 7.</p>	<p>8</p> <p>Make an 's' but do not wait, Come back up to make an 8.</p>	<p>9</p> <p>Make a ball and then a line, That's the way to make a 9.</p>	<p>10</p> <p>A line and a zero makes a ten, Now let's do it all again!</p>

Played a game of snakes and ladders with Daddy.  
Daddy won 😞



Played guess my number with mummy [redacted]  
guessed the right number first time first.  
Then played higher and lower and managed to  
guess the number each time, <sup>eventually,</sup> [redacted] was good  
at knowing what was higher and lower.





s



a

Wiggle your hand back and forth to make a snake action and say 'sss'.

Walk two fingers up your arm and say 'a'.

Trace over the letters starting on the dot

s s s s s s s s

Have a go on your own here

a a a a a a a a

Have a go on your own here





Tricky words

I

no

go



Wiggle your hand back and forth to make a snake action and say 'sss'.
 Walk two fingers up your arm and say 'a'.

Trace over the letters starting on the dot

s s s s s s s s s s  
 s s s s




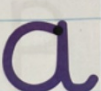
Write a go on your own here

a a a a a a a a a a  
 a a a a

Write a go on your own here

icky words

I no go

Wiggle your hand back and forth to make a snake action and say 'sss'.
 Walk two fingers up your arm and say 'a'.

Trace over the letters starting on the dot

s s s s s s s s s s  
 s s s s

Write a go on your own here

a a a a a a a a a a  
 a a a a

Write a go on your own here

icky words

I no go

**P.E.**

**Thursday  
afternoons**

**Forest School**

**This Wednesday  
4th October**

**End of the day 'pick up'**

**Please stand close to the YR slope and  
come forward when your child gets to  
the front of the line.**

# There are lots of useful resources on our website!

The screenshot shows a website page with a navigation menu at the top containing: Home, Our Christian Distinctiveness, New Reception Starters 2023, School Information, Learning, and More. The main heading is "Supporting learning at home". Below the heading is a paragraph: "On this page you will find a range of resources designed to help you in supporting your child. Learning is most effective when there is a successful partnership between home and school; resources useful." To the right is a vertical menu with items: Manor Curriculum, Topic Subjects, Reading, Phonics, Writing, Maths, EYFS, Religious Education, Our Curriculum Drivers, Our Learning Environment, Global Citizenship, Spirituality, Learning Gems, Our Values Curriculum, Curriculum Journey Maps, and British Values. A teal box highlights a section titled "Phonics resources to use at home with your child" with a bulleted list of links: Word lists, Home learning sound sheets, Phase 2 flash cards, Phase 3 flash cards, Phase 5 flash cards, Tricky word Powerpoint, Year R Phonic flashcard Powerpoint, Year 1 Phonic flashcard Powerpoint, Phonics Sound Mats, Overview of Phonic Phases, and Video Tutorials for Phonics.

Home	Our Christian Distinctiveness	New Reception Starters 2023	School Information	Learning	More
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## Supporting learning at home

On this page you will find a range of resources designed to help you in supporting your child. Learning is most effective when there is a successful partnership between home and school; resources useful.

- Manor Curriculum
- Topic Subjects
- Reading
- Phonics
- Writing
- Maths
- EYFS
- Religious Education
- Our Curriculum Drivers
- Our Learning Environment
- Global Citizenship
- Spirituality
- Learning Gems
- Our Values Curriculum
- Curriculum Journey Maps
- British Values

### Phonics resources to use at home with your child

- [Word lists](#)
- [Home learning sound sheets](#)
- [Phase 2 flash cards](#)      [Phase 3 flash cards](#)      [Phase 5 flash cards](#)
- [Tricky word Powerpoint](#)
- [Year R Phonic flashcard Powerpoint](#)
- [Year 1 Phonic flashcard Powerpoint](#)
- [Phonics Sound Mats](#)
- [Overview of Phonic Phases](#)
- [Video Tutorials for Phonics](#)