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Dear Reception Families,

The children loved learning about the different people who help us on the high-street last week. We enjoyed learning about different places on the high-street during our walk to the local bakery and we asked the owner lots of questions to learn more about his business. We were also very excited to investigate the postbox on our walk; we wondered if the Jolly Postman delivered any letters posted here!

### Learning

This week we will be thinking about people who help us in the community; we will learn about the role of policemen and policewomen in keeping us safe. On Wednesday, we will have a visit from a police officer to talk to us.

### Communication, Language & Literacy:

In Drawing Club, we will read Cops and Robbers by Janet and Allan Ahlberg.

We will learn some new vocabulary; **skeleton key, pilfer, meanwhile, truncheon, handcuff, crime and cell.** You could talk about these words at home and ask your child to show you the actions we have learnt!

We will write CVC words. We will begin to write words and phrases.

Here are some key phrases and sentence starters that are decodable and use learnt tricky words if you want to practice at home:

- I can see...
- It is a...
- Look, I can see the...
- The \_\_\_\_\_ is \_\_\_\_\_

### Phonics

We will learn the below diagraphs:

**ur**

**ow**

**oi**

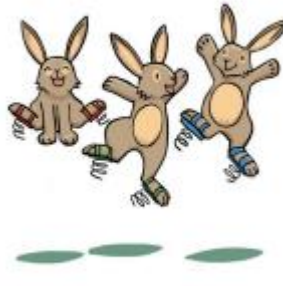
**ear**



curl the fur



wow owl



boing boing



get near to hear

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We will learn the tricky words **my**, **by** and **all**. Look out for 'tricky word buttons' coming home on sticky labels on the children! If you press the button, they will say the tricky word in a funny voice!

### **Maths:**

In Maths we are learning to compare and explore capacity. We will explore various containers and scoops, filling the containers and compare their capacity. We will also use key vocabulary like full, empty, more, and less. At home you could explore what happens when containers overflow in the sink or the bathroom!

### **Other Areas of Learning:**

- **UW (Understanding the World)** – We will be learning about policemen and women and exploring their role in the community. We will investigate a classroom crimescene, finding clues and solving different mysteries.

- **PSED (Personal, social and emotional development)** - This term the PSHE theme is Dreams and Goals. We are learning to persevere, when challenges arise.

- **EAD (Expressive arts and design)** – We will create police cars using a range of different materials, we will paint the cops and robbers from our story and we will make finger prints as part of our crime scene investigation.

- **PD (Physical development)** - We will learn how to handle a ball in different ways.

### **Notices/reminders:**

-During this cold weather spell, please ensure your child wears a warm, padded coat that is ideally waterproof to school every day. Hats, scarves and gloves are also encouraged. We would really appreciate your support with helping the children to be able to independently put these items on and ensuring they are labelled, thank you!

We are very excited that after half term, our Reception outdoor area will be getting a revamp! We will need to clear the area in preparation for this. If you are able to help us with this after school on Thursday 12<sup>th</sup> February please let your child's class teacher know. We really appreciate your support with this, thank you.

Kind Regards,

Mrs Morley, Mrs Duxon and Mrs Lewis

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound <b>ai</b> .
my by	y	The 'y' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'y', your child has learned the sound <b>y</b> as in 'yap'.
all	a	The 'a' makes the sound <b>or</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
are	whole word	This is a rare spelling of the sound <b>ar</b> .
sure	whole word	The 's' makes the sound <b>sh</b> . The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'. <b>Note:</b> They will learn this digraph later in the Spring term.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . <i>This is a rare spelling for this sound.</i>



## RECEPTION SNACKS

*If your child brings a snack for break time at Saxon Primary School, please choose from the approved list: **fresh fruit or vegetables, dried fruit, plain rice cakes, breadsticks, plain crackers, plain pitta/wrap (no filling), yoghurt tube or a handful of sugar-free cereal.** Please make sure fruits, such as grapes, are sliced in half **vertically** (or ideally quartered.)*

*Please avoid snacks such as fruit winders, crisps, pastries and other high sugar/salt snacks. If the children do bring something in that is not a healthy snack, we will offer a piece of school provided fruit and send the snack home with the children.*

*Many thanks for helping us keep snack time healthy!*

