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*Headteacher: Mr Peter Allen*



| Topic Focus                               | Space and Superhero Adventures  |
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| Area of Learning                          | Main Learning Focus   |
| Communication and Language                | <ul style="list-style-type: none"> <li>• Maintaining attention and sitting quietly during appropriate activity.</li> <li>• Talking about story characters and settings.</li> <li>• Listening and responding to ideas and questions.</li> <li>• Adding extra information/detail to spoken sentences e.g. I like...because...</li> <li>• Joining in with repeated refrains and rhymes in stories.</li> <li>• Following instructions involving several ideas or actions.</li> </ul>  |
| Literacy (Reading and Writing)            | <ul style="list-style-type: none"> <li>• Hearing and identifying all sounds in small (CVC) words e.g. cat, dog.</li> <li>• Spelling small (CVC) words by listening carefully for each sound and then writing it.</li> <li>• Making a guess at a new word by looking at the first letter and looking at picture clues.</li> <li>• Attempting to write more difficult words by listening for sounds e.g writing d, g, and n for dragon.</li> <li>• Remembering digraphs and trigraphs e.g. oo (boot), ar (car) and igh (high).</li> </ul>   |
| Mathematical Development                  | <ul style="list-style-type: none"> <li>• Counting reliably to 10 and beyond.</li> <li>• Selecting the correct numeral to represent groups of objects.</li> <li>• Ordering items by length, height, weight and capacity.</li> <li>• Using the language of 'more' and 'fewer'.</li> <li>• Finding the total number of items in two groups by counting all of them.</li> <li>• Finding one more and one less of a group of objects.</li> <li>• In practical activities, using the vocabulary involved in addition and subtraction.</li> <li>• Estimating and counting.</li> <li>• Starting to use mathematical names for 3d shapes and correct vocabulary to describe.</li> <li>• Making and continuing patterns with shapes.</li> <li>• Using everyday language related to time e.g. today, yesterday, tomorrow, later, this afternoon etc...</li> <li>• Using the language first, next, after, last to sequence familiar events.</li> </ul>                            |
| Physical Development                      | <ul style="list-style-type: none"> <li>• Holding a pencil with a tri-grip and forming letters correctly.</li> <li>• Using language such as top to bottom, anticlockwise, capital letter, lower case letter, ascender, descender when focusing on handwriting and letter formation.</li> <li>• Knowing what happens to our bodies when we do exercise.</li> <li>• Throwing and catching a range of P.E. equipment, (quoits, bean bags and balls) including working with a partner.</li> <li>• Being able to balance on different body parts with increased control.</li> <li>• Pinching and moulding malleable materials (e.g. plasticine, dough or clay) to make models.</li> <li>• To be able to use scissors safely and accurately e.g cutting along a line.</li> <li>• Understanding the importance of exercise, healthy eating, sleeping and hygiene.</li> <li>• Starting to recognise and assess own risks, e.g. when jumping, carrying things etc...</li> </ul> |
| Personal Social and Emotional Development | <ul style="list-style-type: none"> <li>• Being more independent e.g. coming into class on his/her own.</li> <li>• Being confident to 'have a go' at new things and to work hard (being resilient).</li> <li>• Co-operating and negotiating with friends.</li> <li>• Thinking about things that he/she is good at.</li> <li>• Continuing to learn our 6Rs - being resourceful i.e. to think of different ways to solve problems and being reflective – thinking about their learning and ways to improve.</li> </ul>   |
| Understanding the World                   | <ul style="list-style-type: none"> <li>• Investigating and commenting on aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• Talking about why things happen and how things work.</li> <li>• Showing care and concern for living things in the environment.</li> <li>• Observing seasonal change - Winter and Spring.</li> <li>• Using programmable toys and new programs on the computer.</li> <li>• Identifying the five senses and making safe choices over which ones to use when investigating.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Knowing about what happens at a wedding.</li> <li>• Talking about how a new baby is welcomed into different families.</li> </ul>  |
| Expressive Arts and Design                            | <ul style="list-style-type: none"> <li>• Exploring the texture of paint e.g. mixing thick and thin paint.</li> <li>• Drawing and painting from observation.</li> <li>• Using a paintbrush to produce different techniques e.g. full twist, duck's foot and full circle.</li> <li>• Copying short rhythms and using percussion instruments to make a range of sounds.</li> <li>• Playing imaginatively, sometimes taking on a different character role.</li> <li>• Responding to music imaginatively and with simple sequences of movements.</li> <li>• Using glue and tape to join together different materials and learning how to make a strong join.</li> </ul> |
| Characteristics of Effective Learning linked to 6 R's | <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Reflectiveness</li> </ul>  |

Hello and a belated Happy New Year!

We are really looking forward to the new term, and hope you are too.

Firstly **some reminders**:

\*The school is open from 8.45am and sessions start at 8.55am. As the children are used to the school routine now, **we will be closing the door at 9am**. You will need to go to the office to register if arriving at school after this time. Key Stage 1 finishes at 3.10pm **but Reception children leave at 3.05pm to aid collection of brothers and sisters**.

\***Reception** have PE on Monday. Please ensure that long hair is tied back and earrings are removed.

The children need a NAMED **short sleeved t-shirt and shorts** rather than leggings for PE. This is for safety reasons as we are now using the large apparatus. If your child wears **earrings** please either remove them on PE days or cover with surgical tape. Again, this is for safety reasons. Please **remove any other clothing items from the PE kit** other than the shorts and t-shirt to make it easier for your child to manage their own kit.

\***Please check** that all your child's belongings are **still clearly named**, particularly jumpers, lunchboxes and PE kit. If your child has lost an item please check the lost property box in Reception.

\*The children now need to be **more independent**. You can support this by **saying goodbye at the reception door** and encouraging them to **look after their own belongings**. If your child finds it difficult to turn sleeves back out after taking off their coat or jumper, or to zip up their coats, please help them to learn to do this. We ask children to put hats and scarves into coat sleeves, as it is difficult for children to easily access belongings in book bags.

**Please** ensure that you send the **Reading Record** and **Word tin** to school in your child's book bag every day. We regularly refer to the record and if it is not in school then your child will miss out on reward stickers and you will miss out on information about your child's reading experiences.

\*Please remember **NOT** to put drinks into book bags as they often leak!

#### WELL DONE CERTIFICATES

Thank you for sharing the children's achievements last term. We would like to do the same this term too, so please find **two more certificates** in book bags - one for each half term. If you need a prompt for ideas, one of our '6 Rs' is **Resilience** and we would love to hear when your child has been independent and resilient at home.

\***Milk** is free to all children under the age of 5 years and can be supplied to over 5s for a small charge. If you have not yet taken advantage of this opportunity, please refer to **www.coolmilk.com**. If your child has free milk for under 5s, it will stop when they turn 5 years old. Two weeks before your child's fifth birthday they will contact you and you will be able to arrange for them to continue to have milk at a charge. If not, they will be given water.

Finally some information and dates:

**Wednesday 7<sup>th</sup> February** – Parent/Teacher Consultations 3.30 to 7pm.

**Thursday 8<sup>th</sup> February** – Parent/Teacher Consultations 3.30 to 6pm.

**Monday 12<sup>th</sup> February to Friday 16<sup>th</sup> February** – Half Term Week.

**Friday 23rd February** – Superhero 'Dressing Up' Day (to link to our Superhero Adventure topic)

**Thursday 1st March** – World Book Day

**Thursday 29th March** – Last Day of Term.

Thank you for all your support and help.

Sharon Cole, Suzanne Dris, Claire Scott and Aisha Eason