

Year R Spring 2

# Our topic is...



# Circle of life

## Learning Characters



Resilient Tortoise



Curious Cat



Considerate Hedgehog



Brave Spider



Reflective Ladybug



Convincing Caterpillar

# EARLY YEARS FOUNDATION STAGE CURRICULUM



THE RECEPTION YEAR MARKS THE END OF THE CHILDREN'S FOUNDATION STAGE EDUCATION, BEFORE THEY MOVE TO KEY STAGE 1. THERE ARE SEVEN AREAS OF LEARNING IN THE EYFS. ALL AREAS OF LEARNING AND DEVELOPMENT ARE OF EQUAL IMPORTANCE AND ARE INTER-CONNECTED.



- Communication and language development;
- Physical development;
- Personal, social and emotional development.
- Literacy
- Numeracy
- Understanding of the world
- Expressive Arts and Design



## Supporting your child's learning at home

The most effective way of supporting your child's learning is by taking an interest in what they are doing, and of course continuing with reading and number practise. This leaflet should give you a starting point for talking about what learning your child is doing at school. There are ideas below to support their learning at home.



## Personal Social and Emotional Development

We are now half way through our academic school year together! We will reconnect together after this short break and once again form a safe and secure unit in which they can continue to learn and grow together. We look forward to sharing exciting new activities together and listening to everybody's experiences. Friendships continue to be extremely important and we continue to grow and expand those connections. We will gradually build up their 'independence' skills and the children will take on more daily tasks to challenge themselves. We will take a closer look at keeping ourselves healthy. This term we will look at 'teeth' and the importance of a good dental routine.



## Communication and Language Development

Please continue to post their learning experiences from home into their portfolios on Class Dojo. It is great for the children to share their home adventures. We will have talk time with adults and talk partners to listen to our children about their new adventures. It provides a vehicle of learning for those tricky question words: What happened? Where did you go? Who did you see? Why did you choose to do that? We will continue with our 'Word of the day' discuss understanding and its meaning.



## Literacy Development

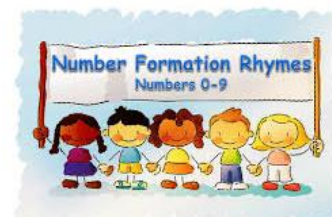
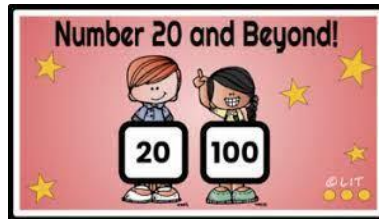
Our main teaching will be focusing on the 'phase 3' phonic sounds. It is important to share these at home on a regular basis. (Purple edge booklet) We would like to say a HUGE thank you for continuing to share our phonics booklet and picture clues with your children. Research shows that home support continues to have the highest impact on your child's learning! The children challenge themselves with their common exception words and spotting more high frequency words without the need for blending. They are challenging themselves to be 'the best they can be' and move onto the next set. Please allow your children the opportunity of seeing you read and write. You are the most powerful role model tool! The children will be asked to write our morning gate words on entry into the classroom. Support them by looking at this each day. We will now be repeating key words to write from memory.



## At home you could:

- Finding new and interesting vocabulary when reading.
- Use narrative questioning with your child: - Who, When, Where, Why and what happened in the story? This checks their level of understanding – Extremely important!
- Look for high frequency words and common exception words in the text of books – Important that they also recognise in sentences.
- Continue reading with your child regularly and practising the phonic sounds in the Reading Diary/Phonics booklet.

- Practise handwriting – letter formation of the alphabet
- Sing the 'Alphabet' song – We now have to start to help the children make connections between letter names and letter sounds/ lower case and upper case (Capitals)



## Mathematical Development

The children will go 'out and about' experiencing how maths is used in the wider world. We will be asking the children to be maths detectives and spot maths at home and when they go out with you! Please continue to complete the weekly 'Maths Challenges'. The children will begin to use counting strategies to form a better understanding in recognising errors especially when the Number taker is about! We will be on the move with our maths and looking in more detail at those numbers from superhero 0 to 20. The children need to be aware of the number system beyond 10 - This only means by chanting/saying numbers. We will have daily chanting sessions to help secure the correct order and pronunciation. It is vital that the children get a real value of the number sequences especially those tricky teen numbers and say them correctly - ending in a 'teen' NOT 'Tee' 13, 14, 15, 16, 17, 18, 19 Plus the change to '20' It is so difficult for them but as the old saying goes - 'Practice makes perfect.'

Correct number formation starts to be a target for spring term 2 - Through our number formation rhyme, we have weekly sessions on writing our numbers.

We will concentrate on numbers 7, 8, 9, 10 and the composition with other numbers to total these numbers: -



## **At home you could:**

- Always support your child with their maths homework, as it will help them with activities covered in class – challenges posted on Class Dojo on a Friday.



- Count in 20 in 1's
- Practise Number formation – We will email the number formation rhymes
- Keep using the vocabulary 1 more/1 less – especially when counting

## Understanding the World

# SPRING



We will be learning to talk about things that we see around us and begin to explain why things happen and how things work. We will spend lots of time engaging in outdoor learning opportunities exploring the season of spring and looking at the start of summer. As part of making observations we will learn to look closely at similarities and differences as well as more patterns and changes - new life. We will talk about and understand changes in their own lifetime, by creating a personal timeline. Together we will describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. These identify features of growth and change. These link into the season topic of spring and life cycles of other living creatures. Millers' farm is coming to school! The children will see, hear and touch the animals up close and personal. They will have the opportunity to ask questions and learn new information. We will of course look at the celebration of 'Easter' celebrating new life.



### **At home you could:**

- Go on a Spring Walk and a Summer Walk to notice the changes in plants and the weather.
- Talk about the names of animals and their young – cow/calf, sheep/lamb, horse/foal

- Look at your family – babies, toddlers, children, teenagers, adults, elderly – Talk about growth and changes.
- Maybe visit another farm or zoo setting together in the spring to see more baby animals.



### Physical Development

We will still be developing our co-ordination by playing on the bikes, scooters and obstacle courses outside. We will begin to use small P.E equipment and look at the use of agility, balance and coordination in simple games. We will continue to use play dough, construction and will explore different equipment in the sand and water trays. Our fine motor activities will continue by using our dominant and stable hands to complete a variety of fun tasks: washing up, shining shoes, pegging out the washing! The children will also take part in weekly - Let us get squiggling activities/Squiggle whilst we wiggle! and Doodle with your Noodle! We will also be continuing with letter formation skills - using our letter knowledge to write words.



### **At home you could:**

- Get regular fresh air in the spring weather – park, country walks
- Practise important skills:- walking, running, skipping, hopping, jumping
- Continue with new sports:- swim lessons, karate, football
- Learn a new skill: - riding a bike without stabilizers, have ago at skipping with a rope!

## Expressive Arts and Design



We will continue to learn to use a variety of different art media to create our own artwork and develop an understanding that we can combine different media to create new effects. We will choose from a range of materials to produce our own pictures and mix paints to make different colours. Together we will look at the Artist 'Eric Carle.' The children are particular into the musical instrument sounds experiencing their own musical talent on our indoor/outdoor stages in their own choosing time. In addition we will be using our new music programme 'Charanga'.

Spring term 2:-

A cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

### **How this Unit is organised**

1. **Listen and Respond** to a different style of music each week/step
2. **Explore and Create** - using voices and classroom instruments
3. **Sing and Play** - nursery rhymes and action songs
4. **Share and Perform**





Class dojo:



Our weekly learning pic collages will be posted on a Friday and additional reminders throughout the week with any specific requirements.

Please remember you can message **any** of the Year R teachers on Class dojo with queries or questions that you may have.

Willow Class - Mrs Cooper

Elm Class - Mrs Grimes

Many thanks,

The Year R Team