

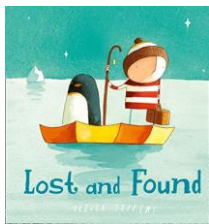


Holbrook C of E Primary School

YFS Curriculum – Spring Term

Our key text is:

Lost and Found by Oliver Jeffers



Other texts:



Leaf by Sandra Dieckmann



The Snowflake Mistake by Lou Treleaven

Personal, Social and Emotional Development:

Our school value this term is 'resilience'. We will therefore be looking to persevere in the face of a challenge and to take the time to recognise each other's achievements. We will tell our friends about our work and play, and help each other to solve problems.

We will also be thinking about similarities and differences between us and our friends. We will discuss what makes us special and unique. As part of this learning, we will also develop an understanding of the parts of our bodies which are private and what we can do to keep ourselves safe.

Communication and Language:

Our communication and language skills will continue to underpin all our other areas of learning.

During carpet discussions, we will rehearse the skills needed to be an 'active' listener. Alongside this, we will be encouraging and modelling the use of 'how' and 'why' questions.

This term, we will be read to frequently and encouraged to engage actively in stories, non-fiction, rhymes and poems. We will retell texts to develop a deeper familiarity and have opportunities to describe events in more detail.

As we explore our topic 'Frozen Planet', we will be learning new vocabulary to name and describe different kinds of animals and environments.

Physical Development:

In our PE sessions with Mr Adams, we will be developing our throwing and catching skills. Class 1 will also begin to look at various techniques in gymnastics!

In our outdoor provision, we have the space to create obstacle courses and engage in blocks play to balance and climb.

Reception will also have daily opportunities to revisit and consolidate fine motor skills, such as threading, cutting and manipulating playdough. We will begin to form letters correctly, practising this in guided or structured activities. There will be freedom to draw and write using tools such as paintbrushes or chalk.

Other opportunities to develop our skills will be when holding small items such as tweezers or pipettes, when buttoning clothing or when cutting along a straight line with scissors.

Key literacy objectives:

Our main stimulus this term will be the story 'Lost and Found'.

Using our Talk for Writing approach, Reception will learn to retell a persuasive text encouraging others to visit the South Pole! We will use actions, expressive voices and persuasive words. Once we are very familiar with this text, we will change the location and orally share our new ideas!

We will draw our new setting and use our sounds to start writing simple words. In guided sessions, we will observe and start to develop the use of short sentences in a meaningful context.

Through topic-related activities, Reception will also be invited to record stories and ideas in their own ways (for example, labelling a picture of animals found in the Arctic).

When sharing texts, we will predict and anticipate key events based on illustrations, story content and title. We will also learn how the structure of a non-fiction book is different to a fiction book.

Key maths objectives:

Reception will begin this term by taking a closer look at numbers to 5. This will include time to compare, time to make these amounts in different ways and time to play games where some objects are visible and others are hidden. How many are hiding? How do we know? Afterwards, we will extend this to matching, sorting and composing numbers 6, 7, 8, 9 and 10.

Later on, Reception will investigate measure by comparing mass, capacity, height and length. We will use different equipment and language such as 'heavier/ lighter than', 'full', 'empty', 'taller/ shorter than' and 'longer/ shorter than'.

We will then broaden our knowledge of time by learning about our days of the week.

Our final focus will be on pattern and shape, specifically matching, building and printing with 3D shapes and learning how to make more complex patterns.



Understanding the world:

This term, Class 1 are going on a journey to the world's polar regions! As part of our topic 'Frozen Planet', we will learn about the Arctic and Antarctica and compare the features of these places to our own.

We will explore the natural world around us and use our senses to investigate plants and animals. We will discuss any changes we notice as we move from Winter into Spring.

Looking at ice and snow, we will discuss our findings and experiment with how to best melt ice. How is ice made? Does it float or sink? Why?

As part of our RE learning, Reception will consider the question 'Which places are special and why?' We will think about and share our own special places, and explain what makes them so special. Then we will look at places that are important to others, such as mosques or churches. What features do we notice? Have we seen these sorts of buildings before? Have we been inside?

Expressive arts and design:

Through a mixture of adult-led tasks and independent play, Reception will have the chance to develop previously taught skills. For example, we may explore mid/higher level joining skills by hole punching, using split pins and treasury tags, taping or using pegs.

We will be encouraged to share our creations and explain the processes we have used. We will also have specific creative activities linked to our 'Frozen Planet' topic.

Additionally, Reception will spend time learning about hip hop music and build up to singing and performing a rap. We will consolidate our understanding of pulse, pitch and tempo, and express our opinion on this new style of music.

Homework expectations:

Reception's homework will continue to be set on a Friday. This will be our Little Wandle phonics sheet, which summarises our weekly learning and can be used to practise phonics skills at home. Alongside this, we will post videos on Class Dojo to introduce new phonemes (sounds) and tricky words.

We ask that children keep sharing their reading books at home and would love for everyone to read at least 3 times a week- please could we ask that this is recorded in your child's reading record.

In reading sessions at school, we focus on comprehension and decoding to allow you time to practise reading fluently and with expression at home. We ask that reading packs are in school everyday please!

Ideas to support at home:

You can support your child at home through regular activities and routines!

Continue to share books daily and spend time talking about the characters, the setting and the events of a story. Can your children retell part of (or all of) a familiar story? Can they answer open-ended questions, for example "I wonder why the mouse was so frightened?"

Linking to our topic 'Frozen Planet', you could look around the home or outdoors at the properties of ice, snow and water. Explore ice cubes, larger chunks of ice, sheets of ice, etc. Allow your child to explore how ice is made and the tools to melt and chip the ice. Do icebergs float in water? Perhaps do some investigating into what objects float and which sink!

Encourage your child to keep drawing and mark making freely, as this will allow them to consolidate their pencil grip and build stamina. This could be on paper, but could also be on other surfaces and with other tools! If your child is ready, gently encourage them to sound out a label or simple sentence to match their picture. You could offer a model for them to copy (please use lower case letters as this is our focus at school). Praise any attempts made!

Maths is all around us! If you are baking or cooking, can your child help to measure out ingredients? If you are doing any DIY at home, can they help measure height or length? Even when having a bath, you could explore capacity using different sized containers!

The Topmarks site is a fantastic resource which we use at school, especially for maths where there are lots of different games to support learning! <https://www.topmarks.co.uk/maths-games/3-5-years/counting>