

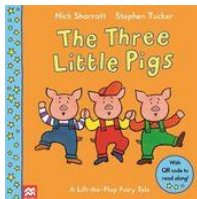


# Holbrook C of E Primary School

## EFYS Curriculum – Spring Term

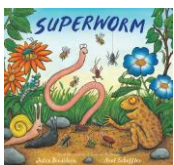
### Heroes and Villains

#### Our key text is:

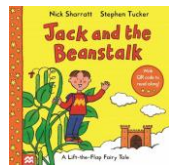


The Three Little Pigs by Nick Sharratt and Stephen Tucker

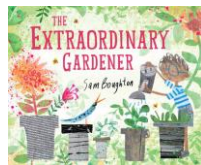
#### Other texts:



Superworm by Julia Donaldson



Jack and the Beanstalk by Nick Sharratt and Stephen Tucker



The Extraordinary Gardener by Sam Boughton

#### 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 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 how to manage our feelings. This will include naming our feelings, giving some ideas about how to deal with worry and making sure we know some strategies for staying calm in the face of frustration.

#### 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.

We will also learn some key vocabulary about different body parts and different parts of plants. We will be encouraged to use this new vocabulary in relevant contexts.

#### Physical Development:

Mr Limbert will continue to lead PE on Mondays and Tuesdays. The focus will be gymnastics, as well as the consolidation of our throwing and catching skills.

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 text this term will be 'The Three Little Pigs' by Nick Sharratt and Stephen Tucker.

Using our Talk for Writing approach, Reception will learn to retell this well-known tale using actions, story language and expressive voices. Once we are very confident with this text, we will change the characters and orally share our new ideas!

We will draw our new characters 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.

Later, we will use our developing knowledge of plants to record simple instructions on how to plant and look after a seed.

We will also learn how the structure of a non-fiction book is different to a fiction book.

### Understanding the world:

This term, we will learn about our different body parts and what they are useful for. We will consider how our bodies have changed from when we were a baby and think about how and why we are all unique and different from one another.

We will continue to explore the natural world around us during our welly walk sessions. We will take a closer look at plants and think carefully about how they are made, where they come from and how to look after them!

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?

### 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, 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.



### 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 'Heroes and Villains' topic.

Additionally, Reception will spend time learning the verse and chorus to a song called 'Your Imagination'. We will learn how to 'clap the pulse' of this song and explore moving in time to the 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), digraphs, trigraphs 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 every day 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 'Heroes and Villains', you could focus on stories that have brave or wicked characters (like 'Little Red Riding Hood' or 'Supertato'). What makes a character good or bad? What makes someone a hero? Can your child think of any 'real life' heroes and what they do to be helpful, kind or brave?

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>