

Spring Term Curriculum Newsletter Year R

Prime Area - Personal, Social and Emotional Development

Topic of JOURNEYS – Circle time activities: talking about journeys that they take /have taken.

Helping children to use the resources in the provision independently.

Reinforcing rules and routines: playtimes, class rules, fruit time, washing hands, how to use the areas, tidying up, home time routines, lunchtime routines etc.

Working together in pairs and teams, sharing resources and keeping play going.

Prime Area - Physical Development

PD sessions - travelling, moving in different ways, spatial awareness and a gymnastic focus.

Balance bike sessions.

Helping the children to dress and fasten coats independently.

Handwriting- forming letters and numbers correctly, using the correct formation.

Encouraging children to use tools purposefully to develop fine motor skill e.g. scissors, a knife and fork.

Prime Area - Communication and Language

Developing listening & attention skills by playing games, following instructions, sharing ideas and opinions with others, and extending their vocabulary by exploring the meaning and sounds of new words. Daily story sessions to encourage increasing attention and recall, and become familiar with text from a variety of authors.

Using Talk4writing to retell traditional tales.

Learning poems, nursery rhymes and action songs.

Literacy

Using quality text – 'Lost & Found' by Oliver Jeffers, 'Whatever Next!' by Jill Murphy, 'We're Going on a Bear Hunt' by Michael Rosen, 'Room on the Broom' by Julia Donaldson, and traditional tales.

Phase 2 phonics – consolidating all graphemes, phonemes and high frequency words.

Phase 3 phonics – continuing to introduce and take part in activities to enable the children to hear and say the phonemes and recognise graphemes/digraphs/trigraphs – j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air er.

These activities include:

- Listening for a specific phoneme in words
- Looking for a specific graphemes/digraphs/trigraphs in words
- Orally blending these phonemes to make words –
th i ng thing, ch ai n chain
- Orally segmenting these phonemes to spell words –
night n igh t, boat b oa t
- Practise writing these graphemes/digraphs/trigraphs with the correct precursive formation
- Begin to write simple words using these graphemes/digraphs/trigraphs

l spy and rhyming word games.

Continue to consolidate phonological knowledge through our phonics based reading scheme.

Link to C&L in story times and drama.

Mathematics

Embedding knowledge and understanding of numbers up to 10 through stories, songs and activities.

Exploring and investigating numbers up to 20, through activities which develop number sense.

Sorting, classifying and organising real objects.

Simple calculating using conceptual subitising and 10 frames.

Exploring mapping and spatial reasoning through everyday experiences and stories.

Developing mathematical language to describe properties of shapes, weight, length, money and position.

Understanding the World

Talking about the moon and the planets.

Finding out about different types of transport & journeys.

Learning about simple maps and plans.

Comparing different countries, climates and landscapes.

Stories to help children to make sense of different environments.

Outdoor learning and exploring the school grounds.

Learning about special stories from different cultures and religions and the Easter story.

Expressive Arts and Design

Role play & small world play, including retelling stories.

Dancing and movement games.

Singing – building up a repertoire of songs.

Using a variety of media and materials to create their own structures.

Designing and putting on their own performances.

We hope that the curriculum overview will give you a good idea of the work your child will be doing at school and how you can help support and enhance their learning at home. Please note that this plan is subject to change, as the Early Years Foundation Stage takes its lead from the children. If you have any questions or concerns, please pop into school and see us.

Yours in partnership

Mrs Larnar & Miss Suthard

