

Year R Spring Term Learning



English:

We will be recapping the set 1 speed sounds, as well as learning the Set 2 speed sounds this term. Children will be taught to recognise and write them, as well as use them to read and spell small phonetic words. We will be focussing on spelling and reading 4/5 letter words such as flag and crisp and will be learning how to write a short sentence. We will continue our learning of keywords for reading. If your child can read their list of keywords, have a go at spelling them too. Our weekly writing will be linked to some wonderful stories such as The Rainbow Fish and The Snail and the Whale.

Maths:

Our work in maths will cover adding and subtracting using physical objects to solve these. Children will also be using the add, subtract and equals signs to write number sentences. We will also be learning some number facts for pairs of numbers up to 10. Activities will be very practical to ensure children experience hands on learning and embed these skills and concepts. Children will also be learning to recognise and write teen numbers correctly. Children will be naming coins and begin to add coins together. We will be naming and describing 3d shapes, using language such as face and edge and will be weighing objects using balance scales and non standard units.

Topic:

Our topics will be Materials and fact finding. Children will be exploring the properties of different materials, specifically those that are waterproof and those which float and sink. As the Spring arrives, we will also be learning about 'The Big, the Small and the Mighty' which will involve learning about life cycles, habitats and dinosaurs. Our PSED sessions will cover themes such as being unique and managing emotions.

Other information:

PE will take place on Tuesday and Thursday each week. Children will need to wear correct sports kit to school every week for these sessions. Some warmer clothes would be advisable as PE will usually take place outside. Please ensure your child brings their uniform in to change into after PE.

What to bring to school

- Children will need to bring a **book bag** to school **everyday**, along with their reading book, reading record and keywords. As these will be kept in children's drawers, it is helpful if the children have a book bag, rather than a rucksack.
- To ensure the children keep well hydrated throughout the day, please send them in with a bottle of water (not squash).
- The children will be spending a lot of time outside come rain or shine. Even if the weather looks warm, please send a coat as you never know when a shower will surprise us!
- Please ensure every item that comes to school has a name label.

How can I help:

Reading with your child is of huge benefit. **Little and often is the best way.** Please see the 'Reading at Home' section of the website for some useful tips. Please record any reading done at home in your child's reading record and send this to school in their book bag everyday. Children will also be coming home with the sounds we have learnt each week, so please reinforce these at home through playing games such as snap, bingo and hunts with them. Likewise, keywords will be sent home. These are high frequency words that need to be learnt by sight. Useful websites:

- <http://www.ictgames.com/resources.html>
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- <https://www.phonicsplay.co.uk/Phase1Menu.htm>

Year R Curriculum Map



Literacy—Reading

Autumn: Learning set 1 sounds and reading CVC, CCVC/CVCC words. Introducing key words. Rhyming words.

Spring: Learning set 2 sounds and reading CCVC, CVCC words within simple sentences. Learning more key words.

Summer: Reading multisyllabic words. Reading comprehension. Comfortable with set 1 and set 2 sounds.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when

Maths

Autumn: Counting and recognising numerals 1-10. Language of 'more' and 'fewer'. Finding one more/one less. Adding and subtracting with objects. Describing and naming 2D and 3D shapes.

Spring: Adding and subtracting with objects. Number bonds to 10. Reading, writing and ordering 2 digit numbers. Naming and describing 3d shapes. Measuring length and weight. Looking at symmetry. Ordering days of the week.

Summer: Applying addition and subtraction in simple number sentences. Using mathematical language related to money. Counting in 2s and 10s. Doubling and halving. Language related to capacity.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers

Literacy—Writing

Autumn: Name writing, mark making, letter formation. Writing CVC words and an introduction to CCVC/CVCC words. Labels, captions and lists.

Spring: CVC, CCVC, CVCC words. Simple sentence writing. Begin to spell keywords. Writing words with set 2 sounds.

Summer: Writing a series of sentences to create a story. Comfortably using set 1 and 2 sounds in their writing. Spelling keywords.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves

PSED

Autumn: New beginnings. All about me.

Spring: Exploring emotions

Summer: Going for goals and Moving on.

Expressive Arts and Design

Autumn: Build a repertoire of dance and action songs. Pencil drawing and painting self portraits. Using clay to make an owl. Exploring instruments. Christmas performance.

Spring: Colour mixing. Using different media to create an image. Responding to music through dance.

Summer: Making models. Collage. Folk art. Keeping to a beat. Summer performance.

Physical Development

Autumn: Fine motor pencil control. Moving confidently in different ways.

Spring: Independence in getting changed and self care. Using bats and balls.

Summer: Increased spatial awareness when using classroom and outside equipment. How do we keep healthy?

Communication and Language

Autumn: Talking for a purpose about myself. Listening and responding to stories.

Spring: Telling familiar stories in our own words. Learning new and topic related vocabulary. Taking turns in conversation.

Summer: Innovation with familiar and new stories. Showing awareness of the listener.

Understanding of the World—People and communities

Autumn: Describing our family. Celebrations - Harvest, Guy Fawkes, Diwali, Christmas

Spring: Shrove Tuesday, Easter.

Summer: How have I grown and changed. Occupations and aspirations

Understanding of the World—The World

Autumn: Getting to know our school environment.. Our bodies and the senses.

Spring: Exploring materials. Features of living things. Life cycles and Signs of spring. Dinosaurs

Summer: Differences in our environment and in the world. Looking at the past. Floating and sinking.

Understanding of the World—Technology

Autumn: Simple number apps and taking digital photographs.

Spring: Identifying types of technology and using an art app. .

Summer: Using programmable toys and making a video. Esafety.