



Bishop Perrin C of E

Primary School

Communication and Language

Children will share a range of fiction and non-fiction books linked to the main theme of learning and discuss the information they contain with adults and their peers. Children will explore and use topic words about lifecycles in their play, discussion, reading and writing. They will participate in role play and small world activities to develop and enhance their understanding of narrative.

Literacy

Key Texts: The Very Hungry Caterpillar by Eric Carle; Tadpole's Promise by Jeanne Willis; Caterpillars and Butterflies by Stephanie Turnbull; Tadpoles and Frogs by Anna Millbourne

Key Outcomes: Children will be able to use specific vocabulary influenced by the books they have read in their own conversation and explanations; they will read simple words and sentences using their phonic knowledge; they will be able to write simple sentences for a story (a retelling of 'The Very Hungry Caterpillar') and simple report sentences to communicate their understanding of the scientific processes they have learnt about through a simple chronological report.

To help your child, you can: talk about their learning at school; look for insects and other animals in the park and talk about their lifecycles; encourage children to use unfamiliar vocabulary in their talk and in their independent writing. At this stage in the year, children are keen writers, so it is very important that they develop correct habits of letter formation.

Understanding of the World

Children will identify how living things are similar and different. They identify stages in the lifecycle of humans, butterflies and frogs. They consider the need to care for living things and know what animals and plants need to survive. Children compare and describe a home, garden and pond environment. They will identify how living things are suited to where they live and how each environment is unique. Children will successfully use Internet activities to consolidate their learning. They will use a mouse / trackpad to navigate a screen and click and drag items as appropriate for their needs.

Physical Development

Children will participate in organised races in preparation for Sports Day, developing their skills to control small objects such as the egg and spoon and to be able to travel confidently through a simple obstacle race. Children will also practise skipping, running and playing games such as leap frog which involve teamwork and collaboration. Children will continue to develop their skills when controlling a range of small tools including tools for woodwork and embroidery as well as continue to practise holding a pencil effectively for writing. Some children will be aware of how to use lines on the page to control the size of their letters and sit appropriately so that their spare hand is used to orientate their paper. All children will continue to manage their personal hygiene needs and explore the importance of a healthy diet.

Personal, Social and Emotional Development

Children will identify promises they have made and the feelings associated with keeping and breaking promises. They will empathise with other children and characters from a story, providing reasons for their answers and opinions. Children will explore the meaning of new vocabulary, ask questions and enjoy finding out the answers. Children will play a range of games and participate in small group activities.

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Lifecycles

Maths

Focused learning: Numbers - Solve problems including doubling, halving and sharing. In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. Children will be able to say what is half of even numbers to at least 10 and double all numbers to (at least 5) representing their understanding using objects such as coins, pens, biscuits. They will use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimate how many objects they can see and check by counting them.

To help your child you can: Seek out as many opportunities as you can to play games which require mathematical skills such as counting, estimating, doubling, halving. Give children a challenge to eat 'double 3' more peas at dinner time (!), play Connect 4, Snap, Pairs, dice games etc. Encourage children to tell you what is one more or less than numbers they spot in the environment. Encourage correct digit formation when children are recording numbers and accurate 1:1 correspondence when children are counting a set of objects. Watch [Numberblocks](#) on CBBC. These are very well written and support the Mastery Curriculum for maths. Log in to [Mathletics](#) for children to have a go at using the platform for independent engagement with mathematical puzzles and challenges: [Mathletics](#).

RE

Creation - Who care for this special world and why?
Children will be taught that Christians believe God created the world and wants it to be kept special; that Christians believe that we are stewards of the world while we are alive on Earth and therefore need to look after the world and everything living in it; and how everyone can help to care for the world.

Other information

Visits to the school library will take place on Friday mornings.

We will visit Bocketts Farm on Wednesday 5th June.

Expressive Arts and Design

Children will sing familiar songs (including hymns in whole school and class worship) and experiment with ways to change the lyrics (e.g. Five Little Speckled Frogs). They will perform songs with actions with enthusiasm as part of a large or small group. Children will use paints, collages, felt pens and plasticine to explore colour and design and retell familiar stories in their play with other children. They will use small world props and environments to help develop their own narratives.