



Bishop Perrin C of E

Primary School

Communication and Language

Children will be learning to think and talk confidently about their responses to a specific book (Bedtime for Monsters), using prediction, asking questions and making connections with their own experiences. They will begin to use the past, present and future forms accurately when talking about events that have happened or are to happen in the future. They will enjoy listening to and using spoken and written language in play and learning. They will create and perform their own monster poetry.

Literacy

Key Texts: 'Bedtime for Monsters' by Ed Vere, 'max the Brave' by Ed Vere, 'Elmer and the Monster' by David McKee, 'Not Now Bernard' by David McKee, 'Creepy Monsters, Sleepy Monsters' by Jane Yolen and Kelly Murphy

Key Outcomes: Reading—children will be able to read and understand simple sentences; they will use phonic knowledge to decode words and read them aloud accurately; they will read some common irregular words and demonstrate their understanding when they talk to others about what they have read.

Writing—Children will use their phonic knowledge to write words in ways which match their spoken sounds; write some common irregular words; write some simple phrases and sentences; spell some words correctly and make phonetically plausible attempts at others. Children will write about their monster creations using modelled descriptive language.

To help your child, you can: practise reading and writing common irregular words; encourage them to read and write CVC words such as cat/mat/bag/tag/leg/peg/back/sack/rip/sip/tip/mop/bop/top; practise correct letter formation and always make sure children are holding their pencil correctly. Encourage children to develop their speech by using descriptive language for colour, shape, size, quantity, texture, smell etc.

Understanding of the World

Children will access age – appropriate software such as Mathematics, BusyThings and PhonicsPlay using our class laptop. They will use digital cameras to take photos of their own creations and make comparisons between different places and people. We will explore maps of the local area when talking about the journeys that the monsters in the story might take and where they might take their own monsters to. Children will explain why some things occur and talk about changes when they are cooking monster pizzas, hot bread rolls and butter.

Physical Development

Children will show increasing control in large and small movements inside and outside. They will be encouraged to complete a range of activities which will support their fine motor skills for writing such as threading beads, rolling and kneading dough, holding a pencil using the dynamic tripod grip and activities which support their gross motor skills and core strength such as climbing on the large equipment and on the climbing wall, using bikes, scooters and hoverboards and manoeuvring large equipment (tyres, blocks, crates).

Personal, Social and Emotional Development

Children will explore feelings of safety and talk about times when they feel safe and unsafe. We will look at ways to keep passwords for online websites safe and talk about how important it is for young children to only share these with their trusted adults. Children will continue to learn how to solve conflict without aggression, build relationships with their peers through shared and collaborative play experiences and become increasingly confident when sharing their ideas in a class or group setting.

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Monsters

Maths

Focussed learning: Children will be learning to count reliably using numbers 1-10 and place the numbers in order. They will be able to say what is one more and one less than each number to 20. Children will begin to subtract a one digit number from another in the context of a practical activity, including using a number track or number line. They will use everyday language to compare and order at least two/three items by length or height. Children will begin to measure using repeated uniform units such as cubes, counters, pens, Lego bricks. They will explore the characteristics of 2D and 3D shapes using mathematical language to describe them. In the class role play, children will investigate money and use it to 'buy' and 'sell' items in the class shop. We will be focussing on the structure of numbers 7 and 8.

To help your child you can: look at different coins and encourage children to be familiar with £1 and 1p coins to use to add totals; do lots of repetitive counting to and from 20, 30 and even 100; challenge children to tell you what is one more/one fewer when you are cooking and shopping; look for numbers in the environment and encourage children to tell you what different numbers look like with concrete objects at this stage. They should be able to talk about the structure of numbers up to 6 eg. 6 is three and three.

RE

Why is Christmas special for Christians?

Children will learn about the story of Jesus' birth; the emotions of the characters in the Christmas story; how Christians prepare for Christmas; that Christmas is a special time for Christians; and why God came to earth in human form.

Other information

School Library visits will take place on Friday mornings.

Children's reading books will be changed once per week—please read with children daily. This can be a mixture of their own reading book and books that you share to build their language and engagement in the reading and storytelling process.

Expressive Arts and Design

Children will make their own monsters which will stimulate their descriptive language and writing. They will use playdough, paint, pastels, and collage as well as make monsters using junk, construction materials and fabric attached to a sock to create a 'sock monster'. Children will investigate noises monsters may make by experimenting with the pitch and volume of different instruments. Children will be encouraged to plan their activities and reflect on their successes and areas of development eg. how could the monster be stronger? What would happen if you used a different type of tape? What effect would changing the type of paper/scissors/paint have?