



Bishop Perrin C of E

Primary School

Communication and Language

Children will be encouraged to express their thoughts and ideas about dragons using extended sentences. They will listen to oral stories, without pictures and prompts, focussing on a story without pictures for a longer period of time and then be able to talk about what they have heard either asking questions or responding to questions about the events and characters. Children will explore the vocabulary associated with dragons and Chinese New Year and be encouraged to use it in their own play.

Literacy

Key Texts: 'Tell me a Dragon' by Jackie Morris; 'The Dragon Machine' by Helen Ward and Wayne Anderson; 'Holidays and Festivals: Chinese New Year' by Nancy Dickmann; 'The Race Across the River'; 'Dragonology: The Complete Book of Dragons' by Dugald Steer; 'Dragons, Dragons and Other Creatures That Never Were' by Eric Carle; 'George and the Dragon' by Chris Wormell; 'The Clockwork Dragon' by Jonathan Emmett; 'The Great Race' by Dawn Casey

Key Outcomes:

Reading: To be able to read words and phrases that describe dragons and read simple words and sentences

Writing: To be able to write descriptive captions about dragons and to explain own ideas using new vocabulary

To help your child, you can: Read daily to enable children to practise the phonics skills they are learning in class; play spotting games where children are encouraged to notice learnt digraphs and trigraphs in words in the environment and in books that you share together; reinforce correct letter formation when children write, both with pens and pencils but also when tracing letters in sand/salt; repeat new vocabulary and encourage children to use new words for description.

Understanding of the World

Children will discuss new year festivities and contrast Chinese customs with their own experiences. They will use ICT to make firework pictures and take photographs using digital cameras and iPads. Children will use Bee-bots to learn how to program a simple device to make it move in different directions whilst exploring different countries in the world on a world map. They will also observe reversible and irreversible changes when observing and cooking Chinese food.

Physical Development

Children will act out their own versions of the 'Race Across the River'. They will organise and carry out their own races in the garden and experiment with different ways of moving, negotiating the space safely. Children will change speed and direction to avoid obstacles. They will use scissors and pointed tools to cut or pierce materials such as card, plastic, fabric and paper. They will use glue and tape to bond materials and manipulate salt dough. Children will continue to develop their writing skills using a pencil and holding it effectively to form recognisable letters. Children will be continuing with their weekly cricket sessions.

Personal, Social and Emotional Development

Children will become increasingly confident to speak to others about their own needs, wants interests and opinions by discussing dragons and other fearsome things, sharing ideas about what scares them and what to do when they feel uneasy or worried. Children will begin to be able to solve problems without aggression and negotiate with their peers through their experience of games which have an element of competition and rivalry such as racing.

Maths

Focussed learning: Children will continue to learn about each number up to twenty by breaking it up into parts and exploring how they are related to both five and ten. Children will use objects in the environment to represent these numbers and be encouraged to talk about the similarities and differences between pictures which represent the numbers. Children will develop their understanding of money when role playing in the restaurant and learn about ordinal numbers with reference to the story of the animals in the Chinese New Year names. Children will continue to accurately use positional language when describing where the relative position of objects eg. behind, next to, in front of, next to etc rather than saying 'there'. Children will continue to use Numicon to explore adding and subtracting numbers and use language associated with addition and subtraction such as 'more than', 'less than', 'greater', 'fewer', 'total', 'altogether', 'sum', 'plus'.

To help your child you can: encourage them to speak in full sentences when talking about numbers; ask children to extend their thinking by asking them 'why?'; use correct mathematical vocabulary; point out numbers in the environment; play dominoes and card games as well as simple board games; practice accurate digit formation; challenge children to tell you more and one less than a given number and to count forwards and backwards.

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Lunar New Year and Dragons

RE

Why do Christians believe Jesus is special?

In this unit, children will learn that Christians believe that Jesus: loves everyone; is God's son; was God born as a human, (Incarnation;) works miracles including healing people and teaches people to love others.

Other information

School Library visits will take place on Thursday 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 learn and sing 'Puff the Magic Dragon' and other songs and rhymes. They will develop their expressive and constructional skills in a range of activities from junk model dragon machine building to dragon claw pendant making. They will paint pictures of dragons and during role-play, they will take on the roles of chefs, waiters and waitresses, diners in a Chinese Restaurant, dragon explorers, dragons whilst playing co-operatively, taking turns and sharing resources, time and space. They will include narratives in their play, play alongside and with other children and develop group stories, songs, dances and pieces of art work.