



Bishop Perrin C of E Primary School

Communication and Language

Children will learn to listen attentively, responding to what they hear with relevant actions. They will use talk to organise sequences and events and develop their own narratives based on what they have read. They will learn to read and understand simple sentences and use some vocabulary and forms of speech that are influenced by their experience of books. Children will be encouraged to retell or act a familiar story with a repeating pattern.

Literacy

Key Texts: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury; Little Rabbit Foo Foo by Michael Rosen; Funnybones by Allan Ahlberg; The Elephant and the Bad Baby by Elfrida Vipont and Raymond Briggs

Key Outcomes: Children will learn to re-tell and/or act out a story with a repeating pattern, read a repetitive phrase and collaboratively write their own endings to a familiar story using existing repeating parts. Sequence the main events in a story using a story map template.

To help your child, you can: Encourage children to read and write their own name as much as possible using correct pencil grip and letter formation. Discuss children's favourite stories and ask them to talk to you about the characters. Give children confidence to tell their own stories and to act out familiar stories at home. Share books that have repeating rhythms and rhymes and sing plenty of nursery rhymes to develop understanding of patterns in words such as cake/bake/lake/take/snake; deep/sheep/jeep/sleep etc. Play 'I spy with my little eye, something that rhymes with (cat)'. When you are reading a rhyming story with children, leave a pause for them to 'fill the gap' with the missing rhyming word; make up rhyming names for family, friends and toys.

Understanding of the World

Children will learn about different types of bears and where they live, they will make observations and talk about different plants, animals and natural and found objects including leaves from different native trees. Children will learn about the human skeleton and observe replicas of bones in the human body. Children will be encouraged to talk about what they have observed in the natural environment and discuss why things happen including changes in the weather. They will reflect on clothes worn in different climates and weather conditions. Children will make comparisons and identify similarities between different environments particularly, familiar locations—their home and school environments. Children will use digital technology to play games. Children will be taught to take, delete and edit photographs taken on a digital camera. They will discuss the importance of safety when using online learning platforms such as Mathletics, Purple Mash and BusyThings. Children will discuss what makes them unique and some similarities between themselves and others in relation to family and friends. They will learn about the life and work of living poet Michael Rosen.

Physical Development

Children will begin to form recognisable letters, using a pencil and holding it effectively. Children will make fingerprints and handprints, use paintbrushes, finger brushes and sponges to make marks and develop their cutting skills. Children will develop their control of large and small movements and begin to move confidently in a range of ways, negotiating space safely; they will be encouraged to look out for other children and obstacles and plan their movements to complete a course or carry out an instruction. Children will make fruit and vegetable kebabs following a repeating pattern and build dens for animals—large and small using a range of materials including wood, fabric, crates, tyres, matchsticks, lollipop sticks.

Personal, Social and Emotional Development

Children will develop their confidence to speak to others about their own needs, wants, interests and opinions. They will have conversations with adults and children in real and imaginative settings, initiating talk, attending and responding to what others say. Children will choose the resources they need for chosen activities and say when they do or do not need help. They will learn to adjust their behaviour to certain situations—understand and follow rules, including social expectations of politeness. Children will use the language of 'Zones of Regulation' to learn to regulate their emotions at school and reflect on how they feel at different times of the day.

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Repeating Rhythms and Rhymes

Maths

Focused learning: Children will be learning to recognise the digits 0-9 and read numbers to 20. Children will be learning to accurately count a small group of objects and use positional language to describe location. They will recognise patterns of shapes and colours etc and begin to create their own repeating patterns. They will say how many items are in a set of up to five objects without counting and know that the groups stays the same unless something is added or taken away. They will use whole sentences to describe what they see and understand and explore the structure of numbers up to 6.

To help your child you can: Sing songs with numbers, identify numbers in the environment (to make a distinction between numbers and letters), talk about what numbers are used for and encourage your children to recognise numbers. Play games which involve counting spaces accurately and use dice and dominoes to count sets of spots. You can help your child by presenting a positive view of maths and number and encouraging them to have a positive attitude themselves. Reassure them that if they get something wrong, they can learn from their mistakes to help their brain to grow - a growth mindset. Ask your child to press buttons with numbers (remote control, microwave, phone) and help them to practise writing the digits correctly (always start at the top and move in a clockwise direction). Encourage children to tell you where something is (rather than pointing or saying 'over there'): over, under, on top of, behind, next to, in between etc. Play memory games to build skills necessary to be a successful mathematician.

RE

Who Made the Wonderful World?

This unit of learning focusses on Christianity. Children will consider the concepts of 'valuable' and 'precious' and learn what Christians believe about creation. They will look at the natural world, begin to understand that each person is unique and precious and explore the Christian value of thankfulness.

Other information

Library visits will take place on Friday mornings.

Suggested visits: post a letter at the post office / post box; visit the [local library](#); visit the local park

Expressive Arts and Design

Children will be encouraged to make up their own songs using instruments and dances to accompany familiar songs and stories experimenting with long and short sounds made with a range of instruments. They will use a range of percussion instruments to explore how sounds can be changed. Children will clap short, rhythmic patterns and participate in call and repeat songs. Children will experiment with a range of materials, tools, techniques experimenting with colour, design, form and function. Children will be encouraged to self-select tools and equipment to fulfil their design ideas and ask when they need support. They will look at the work of Tanor—a Russian pattern artist, Bridget Riley, MC Escher and Beatrix Potter to compare how animals are represented in illustrations. They will create their own artistic representations of different bears and make artwork using natural materials including leaves, twigs, stones.