



# Bishop Perrin C of E

## Primary School

### Communication and Language

Children will learn to be able to retell a traditional tale, to retell a traditional tale with a twist and to discuss the actions of characters in a traditional tale. Children will listen to oral telling of traditional tales which will develop their attention and concentration. Children will be encouraged to join in with repeated refrains and actions, beginning to appreciate humour, and listen and respond to ideas expressed by others. Children will begin to extend their vocabulary through imagined and creative role play.

### Literacy

**Key Texts:** Goldilocks and the Three Bears, The Three Little Pigs, The Billy Goats Gruff, Ladybird and Usbourne versions of traditional tales, Me and You by Anthony Browne, Goldilocks and Just the One Bear by Leigh Hodgkinson

**Key Outcomes:** Reading - To be able to sequence a traditional tale using words and picture cues, to read a traditional tale with repetitive phrases. Writing - To be able to write a list and to begin to write simple phrases and captions.

**To help your child, you can:** Encourage them to retell familiar stories; share traditional tales at home as bedtime stories; encourage children to add their own twists to stories by changing the characters or the actions of the characters; model writing simple lists for shopping etc; visit the library and show children the difference between fiction and non-fiction books; write captions to go with illustrations in picture books; develop narrative by exploring descriptive words together.

### Understanding of the World

Children will test and sort materials according to different properties and suggest materials that are good/no good for building. Children will observe the changes when porridge is cooked and talk about similarities and difference between breakfast routines. Children will listen to talking books, take photographs using a digital camera and interact with age-appropriate software on the class laptop to support their learning across the curriculum.

### Physical Development

Children will be encouraged to build bridges using different materials, manipulate foil, build sandcastles, use Lego to build houses and furniture and mould dough into different shapes. They will make porridge and use hammers and nails. Children will roleplay the story of the Billy Goats Gruff, moving like the characters and travel safely across their own constructions. They will develop their balancing and climbing skills and their confidence when moving around, under, over and through equipment.

### Personal, Social and Emotional Development

Children will develop their own confidence to speak to others about their needs, wants, interests and opinions by thinking about the stories they are reading and hearing and considering how they would behave in different situations. They will begin to understand that their own actions affect other people and begin to negotiate and solve problems without aggression through a range of collaborative play and challenges including building a bridge for the Billy Goats and a new chair for Baby Bear.

### Maths

**Focused learning:** Children will learn to count reliably using numbers 1 to 10 and place the numbers in order. They will subtract one single digit number from another in the context of a practical activity and use everyday language to compare and order two or three items by length or height. They will begin to measure using repeated uniform units and use the language of 'greater than/less than, 'more/fewer' to compare two sets of objects. They will explore the characteristics of shapes and everyday objects using mathematical language to describe them. Children will recognise that a clock is used to tell the time and notice how the position of the hands tells them when it is 'o'clock' and 'half past'. They will explore different ways to partition sets of five objects.

**To help your child you can:** present 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, except for 6 and 9). 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. Encourage them to notice the hands on a clock and develop a sense of the passage of time. Ask children what is one more than, or one fewer than when setting the table, serving food, in the supermarket, in the car park etc. Show children coins and encourage them to recognise £1 and £2 coins.

## CURRICULUM INFORMATION

### Friendship Class

### RECEPTION

### Traditional Tales

### 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

Library visits will take place on Friday mornings.

### Expressive Arts and Design

Children will build large and small scale bridges and furniture, selecting materials that are fit for purpose. They will compose music to represent the movement of characters in stories, learn songs with actions and perform in a group. Children will make masks, large collaborative collages and experiment with a range of media including poster paint, watercolour paint, finger painting, sewing and printing. They will begin to understand that different media can be combined to create new effects.