

Reception class 1st half Spring term 2017 Curriculum information sheet for parents.

Communication, language and literacy development.

Phonic groups daily at phases 2 and 3.
Use of fiction texts– **We're going on a bear hunt, Penguin Small and Handa's surprise.**
Do you have these books at home that you could share?

Poetry based on the **modern rhyme-Walking in the jungle.**

Non-fiction based on understanding **print carries meaning** and using non-fiction books to find **Information about hot and cold places in the world, the animals and people that live there.** The children will also write their own information text to create **The Great Reptile Exhibition.**

Developing good Speaking and listening skills.



Expressive arts and design

Observational skills through representing Christmas time and weather observations.

Colour mixing –Which colours make us feel hot/cold?

Exploring colour texture and collage through the '**rainforest**'

Exploring Pattern through snowmen scarves and rainforest snakes.

Working in 3D through making clay penguins.

Role-play-acting out '**We're going on a bear hunt**' and setting up **Bear cave** in classroom.

Music-Learning winter songs . Body percussion and rhythm. Creating rainforest music from percussion instruments.



Physical development

Naming the actions

We will be developing our gross motor skills through actions, and developing a sense of space. We will be using a range of large and small apparatus. How can we move on our hands and feet? Jumping, landing and rolling.

Dance-How can you express yourself to music? Can you start to build up a sequence of movements?

P.E sessionse every **Thursday** and **Friday.**

Forest school-every **Monday**

Context for learning Hot and cold



Mathematics



Shape and size-What shape could a snowman be? 3D shape, do you know the names and properties of 3D shape? What shape would make the best sledge?

Counting-Lots of opportunity to count in real world maths. Please continue to count everyday objects at home, increasing the amount now and asking children to estimate amount before counting. Continue to explore outdoor box in child initiated time.

One more-Linked to story '**We're going on a bear hunt**'.

Length-Use of forest school to explore length and use snowmen scarves as comparative measures

Subtraction– Through stories and rhyme with practical equipment.

Pattern –Snowmen scarves.

Money and addition.-Recognising coins and using them in role-play area through a pretend shop. Does your child take notice when you are out shopping? Could you explore coins with your child?

Data Handling-Trying fruit from Handa's surprise story and finding which one you like the best. How could you record this?

Understanding of the world

I.C.T-Learn to write algorithms to program Beebots.

Use of art drawing programs to record observations.. Use suitable websites to research different places in the world.

R.E Introduction of question 'Who is my neighbour?' Getting to know my new friends. Exploring each others similarities and differences.

Sc & tech –Exploring ice, developing language, investigating the question 'How can we help the ice to melt?' Use our senses to explore the fruit from Handa's Surprise story.

Geography– Exploring hot and cold weather. What clothes do we need in hot/cold weather? Where in the world is it hot? cold? What would it be like to live there?

D&T-Making simple construction kits and found materials to build houses from hot/cold places.

Personal, social and emotional development.

SEAL topic-Going for Goals

Use of story, role-play and puppets to do this.

Continuing the transition into School life. Establishing school routines and expectations.



