

Mathematics

- Compare and represent numbers to 5. Develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more.
- Comparing mass: use objects to make direct comparisons. Hold items to estimate the heaviest and then use the balance scales to check.
- Use mathematical vocabulary when exploring and comparing capacity using different materials.
- Represent 6,7,8 in different ways. Develop conceptual subitising by arranging 6, 7 or 8 items into small groups.
- Making pairs: begin to understand that a pair is two, notice some quantities will have an odd one left over.
- Combining 2 groups: use real objects and subitising skills.
- Length and height: use mathematical vocabulary when making direct comparisons. Make indirect comparisons using objects to measure items.
- Time: order and sequence important times in the day and use language to describe when events happen.

Understanding the World

- Visually represent their own day on a simple timeline.
- Describe the features of Wadebridge, our local environment.
- Look at simple maps of our local environment and understand and describe the key features of a map.
- Draw a simple map of our local environment/journey to school.
- Know that there are different countries in the world e.g., China.
- Recognise that people have different beliefs e.g., celebrating the Chinese New Year.

Expressive Arts and Design

- Use props, puppets and materials when role playing characters in narratives and stories.
- Creating Chinese lanterns, writing and puppets.
- Explore how colour can be changed.
- Using clay to create a character from the *Gruffalo* story.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Listen to Chinese music and make your own music and dance in response to this.

Foundation Stage 2

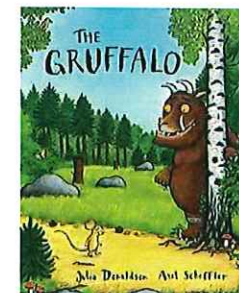
Reception



Curriculum Advice Leaflet

Spring Term 2022

1st Half



Miss Barker & Mrs Simmonds

Dear Parents and Carers,

Our topic in FS2 will change regularly to reflect the children's current interests and needs. During the first half of the Spring Term we will be developing the following skills as part of the Early Years Foundation Stage Curriculum. Please encourage your child to tell you what they have been learning about in school.

Our Home Challenges will be linked to the learning that we are doing in school. Home Challenges will be set weekly and will be put onto Tapestry on a Monday for you to see. Please login to your child's Tapestry account to see the challenge that has been set for the week. We would then like you to upload photos of your child's completed challenge onto Tapestry so we can share their home learning with all of the children in the classroom at school. There will be no need to bring completed Home Challenges into school.

Please support your child with these activities. Talk to your child about the things we are doing at school and encourage him/her to bring things in to support our areas of learning.

Should you need to speak with us, we are available after school every day. If your child is worried or upset about anything please also use the following address: hello@stbreock.org.uk and explain the situation so that we can resolve it quickly.

Thank you for your support.

Communication & Language

- Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.
- Maintain attention, concentrate, and sit quietly during an appropriate activity for a short time in the classroom.
- Make predictions about what might happen next or story endings in response to texts read.
- Engage in non-fiction books.
- Link events in a story to their own experiences.
- Consider the listener and take turns to listen and speak in different contexts.
- Use talk to pretend objects stand for something else in their play.
- Demonstrate the use of past tense verbs, such as "ran" or "fell" and offer explanations for why things happen.
- Recount events that happen in their day.

Personal, Social & Emotional Development

- Takes pride in themselves, their work and their own achievements. Can demonstrate this pride by showing work to others.
- Understands the behavioural expectations of the classroom.
- Can explain what is right and wrong and tries to behave accordingly.
- Can independently communicate and manage their own needs in relation to being thirsty, hungry, tired and using the toilet.
- Can talk about healthy and unhealthy foods.
- Can identify kindness and considerate behaviour of others.
- Seek others to share activities and experiences.
- Set a simple goal and work towards this to achieve it.
- PSHE - Jigsaw - Dreams and Goals.
- Fundamental British Values - Mutual Respect.

Physical Development

- Can walk and run leading with the opposite arm and leg.
- To hop on alternate legs.
- Can rise and travel from a squat position with control.
- Begin to link together a variety of travelling moves at different levels.
- Can use an underarm throw and a bounce throw to release a ball or object to a partner.
- Handle tools and objects with increasing control e.g., scissors and pencils.

Literacy

- Use picture clues to help read a simple text.
- Show understanding of some words and phrases in a story that is read aloud to them, and make a simple prediction based on the pictures or text of the story.
- Small world and role play is influenced by their experience of books.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few reception high frequency words.
- Use appropriate letters for initial sounds.
- Spell and write CVC words independently.
- Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
- Show a preference for a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.