

Year R. Spring 1 Term 2024 – Topic Information for Parents

We hope you have a very special Christmas with your family and wish you a happy and healthy New Year!

Class 1 Teacher – Mrs Parry Class 2 Teacher - Mrs Mead

LSAs – Mrs Markham, Miss Blacker, Miss Reid

Topics – Space and Chinese New Year

We are looking forward to another busy and exciting half term. For the first part of the new half term, our learning will be all about space and our solar system. After this, we will be travelling to China to learn about Chinese culture and traditions, in particular how Chinese New Year is celebrated. We will finish this topic by having our own Chinese New Year celebration at school.

Alongside this we will continue to observe seasonal changes in our immediate environment as we move from winter into spring.

Through these topics, the children will be learning to:

ENGLISH	MATHS
<p><u>Reading</u> Understand that books have different purposes and can be used to gather information as well as tell stories. Begin to understand book terminology for non-fiction books such as title, heading, picture, caption and labels. Know that the layout, purpose and terminology of non-fiction books is <i>different</i> to fiction books. Continue to retell stories using story language and role play. Use the letters and sounds that they have learnt to decode and read unfamiliar words. Build confidence by having a go at sounding out longer words. Continue to learn Year R tricky words for reading and writing. Listen to and read a variety of books from school, home and the library.</p> <p><u>Writing</u> Continue to develop fine motor skills by colouring within the lines, using play dough to strengthen fingers, manipulating and controlling small objects like pennies from a table, jigsaws, cutting out along a line, screws and bead threading. Instantly recall and write letters in response to the spoken sound, including taught digraphs, using the correct formation. Begin to recognise and write own surname. Hear and write all the sounds in simple words unaided e.g. van, frog, lamp, chin, moon Begin to write some tricky words correctly from memory eg to, the, he, I, go. Read / tell an adult what they have written. Use writing in their play.</p>	<p>Count to at least 20 Count on and back from different starting numbers, e.g.: 13, 14... or 17, 16, ... Recognise and order numbers to 10. Be able to place numbers in the correct order even when some numbers are missing e.g.: 2, 5, 8, 10, Choose a number between 0-10 and say which number is one more/less. Then 2 more/less. Use mathematical language to describe where a number falls in the number system e.g. 7 is one more than 6, it is one less than 8. It is between 6 and 8 and before 20. Combine 2 sets of objects and say how many there are altogether. Take away objects from a set and find how many are left. Use all the above to solve simple problems. Understand that 'add' means the total gets bigger and 'subtract' means the total gets smaller. Subitise up to 5 – eg say the number rolled on a dice without the need to count the dots Begin to learn / recall bonds for numbers up to 5 eg 3 = 0+3, 1+2, 2+1, 3+0 Talk about ordinal numbers (1st, 2nd, 3rd). Estimate how many objects are in a set and check by counting - children should be moving toward making a "sensible" guess instead of a random guess. Sort objects and give reasons for why they have placed them in each category e.g. these coins are all silver, these cars are all racing cars</p>

COMMUNICATION AND LANGUAGE

Continue to develop speaking and listening skills, such as waiting while others are talking, looking at the person you are talking to, responding to them appropriately and asking relevant questions.
Understand open ended questions and give appropriate responses. Take turns in small groups and explain their thinking or give an opinion. Use 'because' to give a reason.
Listen to and follow instructions the first time they are given and begin to follow a 2 or 3 step instruction without reminding.
Develop the confidence to try new things and say why they like some activities more than others.
Share and co-operate with others through playing games, participating in group activities and working with a 'talk partner'. When difficulties arise, children will be encouraged to try to resolve minor problems themselves before asking an adult for help.

EXPRESSIVE ARTS AND DESIGN	UNDERSTANDING THE WORLD
<p>The children will be:</p> <p>Thinking carefully about the colours they use in art. Be able to colour in a simple picture, staying in the lines and colouring in one direction. Experimenting and developing simple techniques with materials such as collage, printing and drawing to create winter themed pictures and models. Exploring which primary colours to mix together in order to create a range of new colours and shades reflecting hot and cold. Using rhythm and movement in dance as well learning a Chinese</p>	<p>The children will be:</p> <p>Observing seasonal changes as we move from winter into spring through observing and exploring our school environment. Learning about space and the planets in our solar system. Learning about the traditions of Chinese New Year and the importance of this celebration in the Chinese calendar, including making and tasting traditional food, listening to stories and Chinese music. If you, or anyone you know, have visited China, we would love you to come into class and share your experiences with the children. Please come and chat to us if this is something</p>

dragon dance.	you could support us with.
PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>The children will continue to have PE every Wednesday.</p> <p>We will be focusing on: controlling the movements we make, moving safely around the room, changing speed and direction, improving balance, taking risks and challenging ourselves using the PE equipment.</p> <p>We will also practise rolling, throwing and catching large and small balls.</p> <p>In our dance lessons, we will learn a Chinese dragon dance to perform as part of our Chinese New Year celebrations.</p> <p>We will continue to develop fine motor skills using jigsaws, construction, beads, scissors, etc.</p>	<p>We are looking at another Heart Smart principle this half term: Too much selfie isn't healthy or as Boris says: I love others</p> <p>Often we're encouraged to think about our needs, our rights and the things that we can have. None of which is necessarily bad but it's just that it can squeeze others out of frame and all that's left is us, looming large. Sometimes we need to lift our eyes from our phones and look up at the world around us which is full of different people with different values and different beliefs. It's a vibrant and wonderful place where everyone is different. It's not that we have to agree with everyone but everyone is worthy of our attention, love and empathy.</p> <p>Too Much Selfie isn't Healthy is about working well with others, about being a good listener and understanding that life is more about we than me. Love without action isn't love, it's a thought. Love requires an out; love does. By contributing to the lives of others we find fulfilment for ourselves and learn that Too Much Selfie isn't Healthy!</p>
COLLECTIVE WORSHIP	
<p>We will start the new year with a focus on the value of Justice (Spring 1) where we will be reflecting on:</p> <ul style="list-style-type: none"> • What strategies are in place to ensure that rules and procedures in the school are fair and just? • How does our school ensure that it is an inclusive community for all? • How do we help children to be aware of global justice issues? <p>And then the value of Courage (Spring 2) where we will be reflecting on:</p> <ul style="list-style-type: none"> • How do we help members of our school community who are facing difficult times? • How do we encourage others to share their fears and worries? • How do we demonstrate our core values to everyone in our school community? <p>Our Year 6 ambassadors will be leading whole school worship with support each half term too.</p> <p>We will continue to make explicit links with our core Christian values of Love, Hope and faith and with the British values wherever possible (which are democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs).</p>	
HOMEWORK	
<p>Reading</p> <p>Please continue to read with your child on a daily basis and record in the Link Book. Little and often is best. Encourage your child to sound out the words themselves before intervening. When they have worked hard to decode the whole sentence, get them to go back and re-read it to make sense of what they have read. Please continue to practise reading the tricky words as the majority of these words cannot be sounded out so need to be learnt by sight.</p> <p>As well as your child reading the books we send home, it is important for you to continue to read a variety of stories with your child so that they hear and become more familiar with story language that authors use beyond what they are able to read for themselves.</p> <p>Writing</p> <p>Whenever your child is writing at home, for example practising their tricky words, writing lists, cards or labels, encourage them to sound out each word carefully and write the letters using the correct formation.</p> <p>Maths</p> <p>Continue to count daily to 10 or 20 and then backwards to zero. Practise saying the number that comes before and after any given number. Playing board games and any number game is great for the children to learn about the number system.</p> <p>Practise writing numbers – making sure they are formed correctly and are the right way round.</p> <p>Create and solve number problems together allowing them to think and explain their answer. Use real objects eg beads/ pasta/ buttons/ straws to help solve the problem. Eg I have 3 cars and you have 4 cars. How many cars do we have altogether? There are 10 grapes. If I eat 3, how many will be left?</p> <p>Begin to explore number bonds eg. How many different ways can we split 10 objects? 7 and 3, 5 and 5, etc</p> <p>Fine motor</p> <p>Help your child to develop their fine motor skills by providing lots of opportunities to do 'fiddly things' eg threading, puzzles, cutting around shapes, Lego, hama beads, play dough, etc. All these things help strengthen fingers which helps with pencil control for writing and drawing.</p>	

Please continue to contact us if there is anything we can help you with or if there is any information about your child you would like us know. Whenever possible, speak to us at the end of the day as first thing in the morning we are busy settling the children.

Thank you for all your hard work and for your continued support. We do appreciate it!

