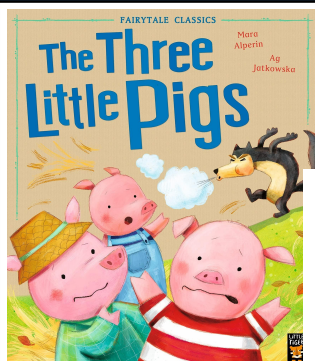
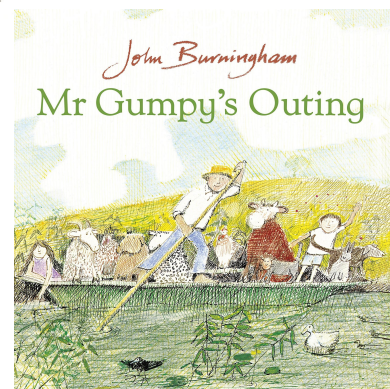
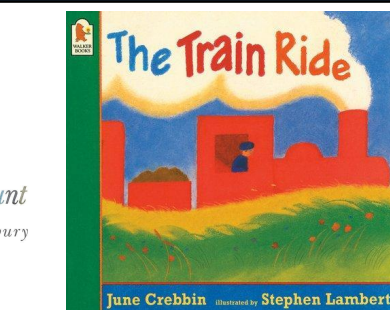
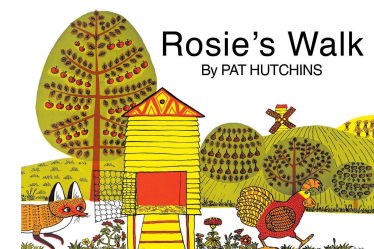




TOPIC TITLE: WE'RE GOING ON A JOURNEY



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



TOPIC OVERVIEW

This term, we will be talking about journeys. We will be taking a journey through our school, the wider estate around the school and to the woods... I wonder what, or who, we will find there...! We will follow the journeys of characters through our class stories... some journeys we will know well, others will be new to us.

HOME LEARNING

Your child will bring home two books a week. One will be a 'share at home story' for you to read and enjoy with your child. The other will be a Read Write Inc phonics book, and will contain words with sounds which your child is learning at school. We encourage you to read for 5-10 minutes every night with your child to support their progress in their reading. Reading book changed twice a week (Monday and Thursday).

You will also receive a short and practical home learning activity every Friday to support both the phonics and maths work your child is doing in school. We really encourage you to complete these activities with your child as it will help them to understand and consolidate their learning in school. Parent videos and examples will be sent alongside activities to support you in helping your child at home.

Key Texts

- The Three Little Pigs
- Rosie's Walk
- Mr Gumpy's Outing
- We're going on a Bear Hunt
- The Train Ride
- The Enormous Turnip
- The Little Red Hen
- Farmer Duck

Key Experiences

- Walk through the school, wider estate, to the woods
- Bus ride
- Making soup/bread
- Visit to fire station (TBC)
- Visit from police/paramedics (TBC)
- Visit from house rabbits (Chinese New Year)
- Visit from Little City Role Play
- Visit from lambs/Visit to farm (Easter)



Celebrations: Chinese New Year, Shrove Tuesday, Ash Wednesday, Lent, Easter, Mother's Day

RE Focus: Community and Giving

Using and Applying:

Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.

Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.

Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.

Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.

Prime Areas of the Early Years Foundation Stage Curriculum

Children In Reception will be learning to...

Personal, Social and Emotional Development:

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs, including their own personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Communication and Language:

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.



Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development:

Revise and refine the fundamental movement skills they have already acquired including crawling, walking, jumping, running, hopping, skipping and climbing.
Progress towards a more fluent style of moving, with developing control and grace.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop overall body-strength, balance, co-ordination and agility.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Further develop the skills they need to manage the school day successfully including lining up and queuing, mealtimes.

Specific Areas of the Early Years Foundation Stage Curriculum

Literacy:

Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.



Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Maths:

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Understanding the World:

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.



Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Develop storylines in their pretend play.
Explore and engage in music making and dance, performing solo or in groups.

Characteristics of Effective Learning:

Listening to each other
Managing distractions and developing concentration
Asking questions
Noticing patterns and links
Think about what you are learning
Finding another way
Developing resilience and perseverance
Developing self-esteem and self-confidence
Being imaginative