

## CURRICULUM NEWSLETTER

CLASS 1

SPRING TERM 2024

TOPIC TITLE:

Ice and fire/ Chinese New Year Term 3

Grow, Grow, Grow ! Term 4

TEACHERS:

Mrs Elliott and Mrs Setchell

TEACHING ASSISTANT:

Mrs Sherwood

In the Early Years, we plan our curriculum focus, but our planning is dynamic and we change and adapt according to the children's interests and needs. This is a crucial aspect of the provision in the Foundation Stage and will be reflected in the weekly and daily activities planned for individuals and groups throughout the year.

## LITERACY, COMMUNICATION AND LANGUAGE:

## Phonics/reading/ writing

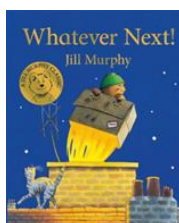
We will recap all previous Phase 2 sounds and learn new Phase 3 'digraphs' such as ch, sh, ai, ee.

Our focus will be on confidently blending the sounds together for **reading** as well as beginning to segment independently for **writing**. We will encounter new Phase 3 'star words' for reading and be learning to write the Phase 2 words. We will work towards captions and sentences that can be read back by us and by others!

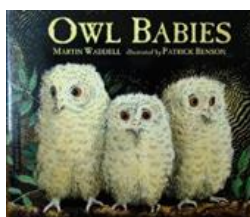
Our 'topics' will offer children some broader talking and writing opportunities.

We will also be continuing with mini writing workshops to ensure correct and efficient letter formation.

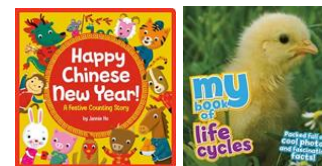
**Author of Term 3**  
Jill Murphy



**Author of term 4 Martin**  
Waddell



**Non-fiction books and**  
sources to support our  
Topics



## MATHEMATICAL UNDERSTANDING:

The children will continue to focus on numbers up to 10 with games, activities and continuous provision linked to the recognition, formation and manipulation of numbers within ten, e.g. 1 more, 1 less, 2 more, 2 less, 'part, part, whole' up to 10, counting all, counting on, counting back. By the end of the term, children should be confident with the concepts of number bonds and partitioning numbers to 10.

Maths is all around us...

We will explore and compare mass, capacity, and order objects by weight, length and height. We will also look at cycles and sequences of time using the appropriate language. We will extend our learning about shape to awareness of 3D shapes and their use in our lives and in the environment.

**PERSONAL, SOCIAL AND EMOTIONAL**  
**DEVELOPMENT**

Expressing, naming and moderating their feelings as well as considering others' feelings; showing resilience and perseverance in the face of challenges; managing their own needs and learning about factors that support their health and well-being; building constructive and respectful relationships with adults and classmates.

**THINGS YOU CAN DO AT HOME TO SUPPORT**  
**YOUR CHILD'S LEARNING:**

**SOCIAL SKILLS (AS FOR LAST TERM):**

- Eye contact – make sure they look at you when you speak, stop what they're doing and listen to you
- Play games involving turn-taking
- Share things fairly with the family and not be possessive or get their own way
- Respect other people's views and decisions.

Working together as part of a group: understanding and following the rules, but also, seeing themselves as a valuable individual.

## PHYSICAL DEVELOPMENT

Children will continue to develop control and coordination in large and small movements.

**Dance:** with Chinese New Year as a focus.

Moving sympathetically to the music, using dance to tell a story and remembering simple gestures and moves in sequence.

**Ball Skills:** different ways to control a ball using hands, feet and a range of implements.

**Fine Motor:**

Going deeper into fine motor skills developing an effective pencil grip to increase the quality of their handwriting style with accuracy and effectiveness. Applying their core muscle strength to achieve a good posture when sitting at a table to support their writing.

## UNDERSTANDING THE WORLD

Exploring the natural world and the changes from winter to Spring. Exploring water and its changing states.

Chinese New Year – what is it and how is it celebrated?

Exploring the foods and traditions of another culture.

Nature: Understanding the growth process of living things.

## EXPRESSIVE ARTS AND DESIGN

Clay, dough and junk modelling. Printing, painting and collage. Naming and mixing colours. Using the senses and describing texture.

Topic songs and rhymes and using metal tuned and untuned percussion instruments.

Chinese Dance using ribbons, fans and simple props.

Exploring art related to nature, e.g. winter/spring and Chinese spring blossoms.

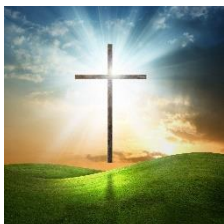
## RELIGIOUS EDUCATION:

**Term 3:** What do Christians believe about God?

Sharing the Christian story of Creation and thinking about marvels of nature. What do other people think about creation? Should we look after our world?

Considering the difference between 'natural' and 'man-made'. What practical ways can Class 1 do to help look after the world?

**Term 4:** What did the donkey see and hear at Easter time? Sharing the 'happy' and 'sad' parts of the Easter story. Considering why the cross is the Christian badge and why chocolate eggs are exchanged at Easter time.



## READING:

It is important to read with your child regularly and to share their focus books with them at least 3 times per week. Say the pure sound of the letter rather than the name. Help them to blend words with fluency and discuss the story with them.

**It is also very helpful for us if you can continue to comment on your child's guided reading record each week or initial/date when you read with them.**

**NB: Your child's reading day will change each full term- please see note on their reading record book.**

## PHONICS:

We will aim to introduce three sounds each week. We will continue to send phonics sheets for you to complete with your child at home. As with reading, it is important for you to do these phonics sheets with your child every week. It also means your child sees their school work valued by you, which is very powerful!

## WRITING:

- Holding a pencil correctly.
- If they are attempting independent writing, encourage them to record the sounds they can hear when they say the word aloud (this may only be the beginning sound or the beginning sound and other *salient* sounds (those that stand out when they say the word)).
- Encourage/support them to 'str-e-tch' out the word as they say it (i.e. say it slowly and clearly so that they can hear all the sounds in it).
- Have the letter formation mat to hand so that they can see the correct formation of each letter when they are writing.
- Offer them plenty of paper and notepads to record any of their interests!

## MATHS:

- Looking for opportunities to practice accurate counting (objects, sounds, things they cannot touch e.g. how many cows can you see in the field), and for opportunities to count forwards till 20 and beyond.
- Using any opportunity for simple calculations in a practical situation, e.g. "We need 5 placemats. How many have we got? How many more do we need?"
- Spotting and continuing repeating patterns.
- Discussing the names of 2D and common 3D shapes
- Telling the time (o'clock and half past).
- Days of the week and months of the year
- Encourage them to form numbers up to 10 correctly.
- Use cooking, baking, water play as an opportunity to learn mass or capacity

### **VISITS AND TRIPS:**

- Welly walks around the school and surrounding area
- Visits to St Faith's for school events
- Class 1 and 2 trip to Sutton Coutney Environmental Centre to explore nature/seasonal changes
- Sublime Science Workshop

### **RESOURCES WE NEED:**

- Items for our role play area (dressing up clothes/old telephone/notebooks etc)
- Unwanted diaries/notebooks/post-its/stickers/etc that could be used for our writing area
- Unusual/interesting objects and materials to use for collage
- Any interesting boxes, bottles etc for junk modelling

### **HOME SCHOOL COMMUNICATION:**

The Tapestry Online Learning Journal continues to be our main method of communication between home and school so please do check it regularly.

On Friday's we will put the 'Home School sheet' on Tapestry, for your convenience, which will outline intended areas of learning for the following week.

### **AND ESSENTIAL. . .**

**Please ensure your child has:**

- weather-appropriate clothing at all times- a waterproof, warm coat and gloves, hat, wellies.
- PE kit in school at all times
- A named water bottle that you bring in filled each day.
- All clothing is clearly labelled
- A book bag is brought to school daily
- You inform Mrs Ashdown in the office of any changes in travel arrangements or contact numbers
- It is also helpful if your child still has a spare set of clothes/pants/knickers and socks in their PE bag – just in case!

**We thank you all for your kind Christmas gifts and messages and we wish you and your families a Happy New Year !**

**The Class 1 Team**