

	Spring 2020
Overview	This term, our first topic that will inform much of Class 1's learning will be based on The Chinese New Year. The children will learn the story behind Chinese New Year celebrations and find out about cultures and celebrations that differ from our own. We will learn about the different animals that feature in the story and further our understanding by thinking about Animals (including humans) and their habitats during topic and Science work. Wherever possible, we seek to base our learning on the children's own interests and it is always exciting to see the direction in which an initial topic heads!
Role Play	The children will have access to the playhouse in the outside area, in addition to a "rolling" role play corner which changes to reflect the topic. This term, for example, our role play corner may turn into a Chinese restaurant!
Communication, Speaking and Literacy	The children will continue their learning journeys in this area in a number of ways, included but not limited to: <ul style="list-style-type: none"> • Writing names and other familiar words. • Using known sounds to write simple words. • Making meaningful marks using various media and materials. • Beginning to use strategies to read and decode simple words and sentences. • Using phonics to write words and simple sentences that match the children's spoken sounds. • Listening to stories. • Retelling stories verbally and sequencing narratives. • Shared talk during PSHE. • Sharing books at home and keeping a reading diary with the support of parents.
Phonics	The children's continuing phonics learning will reflect the <i>Letters & Sounds</i> programme of study We are currently on Phase 3 of this programme, looking at the following sounds: ai ee igh oa oo (short) oo (long) ar or ur ow oi ear air er ture As the children's confidence in reading increases, we will begin to learn "tricky" words (those that cannot be decoded phonetically). Phonics occurs daily as a whole class activity but also involves small group work in the form of games and reading activities. We will also be revisiting sounds from Phase 2 to consolidate the children's grasp of sounds already taught, including but not limited to: ll ff zz ss
Numeracy	EYFS learners will continue their learning in this area based on the following overview: <ul style="list-style-type: none"> • Learning counting and number songs. • Counting, comparing and ordering up to and where appropriate, beyond twenty. • Ordinal numbers. • 2D and 3D shapes. • Addition and subtraction. • Pattern and symmetry. • Doubling and halving. The children will also begin to explore areas of the Mathematics curriculum concerning weight, measure, time and money.

<p>Understanding the World</p>	<p>The children will engage in different topic areas, including:</p> <ul style="list-style-type: none"> • Chinese New Year • Animals (including humans) and their habitats. • RE: Biblical Stories, Christianity and Judaism. • Seasonal change: Winter to Spring.
<p>Physical Development</p>	<p>The children's learning will involve:</p> <ul style="list-style-type: none"> • Controlling our bodies: Making large and small movements, using equipment and apparatus that varies in size in the context of gymnastics and simple team games. • Development of fine motor skills through different activities. • "The Golden Mile": Children attempt as many laps of the field as they can. Their totals are tallied and certificates are awarded. • Healthy lifestyles and the effect of exercise on our bodies.
<p>Personal, Social and Emotional Development</p>	<p>The children will have opportunities to develop their confidence when talking to others during teacher and child-led opportunities for discussion. This will include time for:</p> <ul style="list-style-type: none"> • PSHE and "Circle Time" • "Show and Tell" • Sharing "Steve the Rabbit's" Diary. • Learning about rules and behaviour choices. • Collective reflection during whole-school assemblies.
<p>Expressive Arts and Design</p>	<p>The children will engage in this area of the curriculum by way of the following:</p> <ul style="list-style-type: none"> • Experimenting with different instruments. • Dance. • Creating art using different media, e.g. paints, crayons and pastels etc. • Finding out about artists and different styles of art. • Weaving and basic needle-work. • Junk modelling