



# Brookland Infant & Nursery School

Topic - "Are We Nearly There Yet?" (Travel & Transport)

Foundation Stage Curriculum Planning		Information for Parents & Carers
Year Group: <b>Reception</b>	Classes: <b>Holly, Mulberry &amp; Rowan</b>	Term: <b>Spring 2017</b>
<p>The curriculum is divided into 7 areas of learning and is taught using a topic approach. Teachers may ask you for various resources or artefacts by putting a note on the window at the appropriate time. It would help if you could extend the children's own interest in this topic by using resources that you may have at home or can access in the local area (e.g. museums / library).</p>		
Area of Learning	Learning in School	Home-learning / How you can help
<p style="text-align: center;"><b>Personal, Social &amp; Emotional Development</b></p> 	<ul style="list-style-type: none"> <li>To be confident to try new activities and say why they like some activities more than others.</li> <li>To be confident to speak in a familiar group to share their ideas.</li> <li>To work as part of a group taking turns and sharing fairly (team work).</li> <li>To understand that people have different needs, views, cultures, backgrounds and beliefs that need to be treated with respect.</li> <li>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</li> <li>To know some ways to manage their feelings (calming strategies).</li> </ul>	<ul style="list-style-type: none"> <li>To look at the window poster to see when your child has an opportunity to bring in something to talk about and share with the class (show and tell).</li> <li>Encourage your child to talk about everyday events at home with you and help to extend their vocabulary.</li> <li>Play board games and dice games with your child.</li> <li>Encourage your child to be aware of, discuss and respect differences they see in the lives of their friends and other people they may see.</li> <li>To encourage your child's independence and support them to understand when they do or don't need help.</li> </ul>
<p style="text-align: center;"><b>Physical Development</b></p> 	<ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space</li> <li>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>To show an understanding of how to transport and store equipment safely.</li> <li>To form most letters correctly.</li> <li>To develop pencil control and form letters correctly when writing, especially in their own name.</li> <li>To recognise the changes that happen to their bodies when they are active.</li> <li>To develop awareness of the factors which contribute to a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Take your child to places where they can climb and encourage them to hang from monkey bars in order to build upper body strength.</li> <li>Play with large and small balls rolling, throwing and catching them and using a bat or your foot to move them.</li> <li>After running around talk about feeling hot and thirsty and feel the increase in your heart rate with a hand on your chest.</li> <li>Talk about why we eat a variety of healthy food, go to bed on time and take regular exercise and how it helps their bodies to grow &amp; be healthy.</li> <li>Help your child to get into good habit of forming letters correctly by drawing in sand, mud, with water on edge of bath etc.</li> <li>Encourage formation of the letter families (support sheets were in your parent pack given out in the October Parents evening, please ask if you would like this again).</li> </ul>

## Communication & Language



- To consistently maintain attention and concentration during carpet time and larger group.
- Follow complex directions and instructions.
- Retelling stories.
- To follow a story without pictures or props.
- Listen and respond to ideas expressed by others in a conversation or discussion.
- To develop specialised vocabulary associated with the topic e.g. vehicles, traffic, transport, journey etc.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To think of and ask questions to find out something we don't already know e.g. Who, Where, What, Why.

- Talk to your child about what has happened in the past, present and future.
- Have regular focussed conversations with your child e.g. over the dinner table.
- Encourage your child to speak to less familiar adults by "using their words".
- Give your child increasingly complex instructions to follow.
- Encourage your children to answer and ask open-ended questions.
- Read lots of stories and rhymes to your child and talk about them, encourage your child to retell stories from memory.
- Have conversations with your child about the world around them (especially linked to transport) using a wide range of specific vocabulary.
- Help your child to name features of different vehicles e.g. bonnet, exhaust, windscreen etc.

## Literacy



- To retell narratives in own words.
- Linking sounds to letters and recognising the letters of the alphabet and sounds of digraphs.
- Reading words and sentences by sounding out and then re-reading to develop accuracy and fluency.
- To decode 'alien words', words that are nonsense such as gog, jop, mig.
- Develop an interest in text such as non-fiction and poetry.
- Answering questions about the character or a main event in the story they have heard.
- To write in different forms such as labels, captions, simple sentences, lists, letters.

- Learn and practise the Jolly Phonics sounds and actions with your child each evening once they have them. Help them to sound out 3 letter words in the environment e.g. c-a-t d-o-g.
- When your child has a reading book listen to them regularly.
- Share your child's chosen library book with them and encourage them to read the words that you know they can decode or recognise
- Encourage your child to write sentences or labels to pictures they draw.
- Play rhyming games with words e.g. cat hat mat, hot pot cot
- Read your child their favourite story over and over again until they can retell it off by heart in the correct sequence. Then encourage them to do the same with other stories.
- After reading stories to/with your children talk through the events and characters in the story. Ask your children about how the characters might have been feeling at different points in the story and about the motives for their actions
- Encourage your child to begin to write for pleasure e.g. birthday cards, shopping lists, stories etc

## Mathematics



- To recite the names of the days of the week, the months of the year and the seasons in order.
- To count reliably up to 20 objects with 1:1 correspondence.
- To respond to the question 'how many altogether?' by counting both groups.
- To recite off by heart the number facts for the 'story of 3' 'story of 5' e.g. which numbers live in 3 e.g. 0+3, 1+2, 2+1. Also to apply this to number problems and then learn the number facts for 7 and other numbers to 10.
- Counting forwards and backwards from different numbers up to and beyond 20.
- To say the number that is one more or one less than a given number up to 10 then 20.

- Encourage your child to count arrangement of objects accurately with 1:1 correspondence up to 20 (touch and count).
- Recognise and order numbers up to 20.
- Chant these together using Brain Gym crossover exercises. Talk about today, tomorrow and yesterday and identify the names.
- Combine groups of toys or objects or remove a few from a group and discuss a number sentence that describes what you did.
- To practise the number facts for the story of 3/5. Practise finding all the pairs of numbers that add up to that number eg 0+5, 1+4, 2+3 and the corresponding subtraction facts eg 5-1=4, 5-2=3, 5-3=2, 5-4=1.
- Practise finding 1 more and 1 less than any number from 1-20 using objects and then mentally.
- To link 1 more to add 1 and 1 less to take away 1.

	<ul style="list-style-type: none"> <li>• To learn double numbers to 5 then up to 10 and use this knowledge to solve problems.</li> <li>• Estimate how many objects in a group (up to 20) and then check by counting.</li> <li>• To develop the language of adding and subtracting and begin to count on and back to calculate problems.</li> <li>• To solve practical problems with numbers and shape.</li> <li>• Know the names of 2D and 3D shapes and be able to describe them using mathematical terms.</li> <li>• To order three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Using everyday objects inside and out, talk about what shape they are and what properties these shapes have e.g. straight sides, corners, faces etc and then name the shapes (2D &amp; 3D).</li> <li>• Talk about language of comparison e.g. taller/longer and shorter, wider and narrower, heavier and lighter.</li> </ul>
<p>Understanding the World</p> 	<ul style="list-style-type: none"> <li>• To talk about past and present events in their own lives and in the lives of family members.</li> <li>• Finding out about people who help us in our lives.</li> <li>• Exploring different types of transport and how things move. Comparing travelling by foot, by car by air and by sea &amp; why people use different forms of transport for different journeys.</li> <li>• To look closely at similarities and differences, patterns and change.</li> <li>• To enjoy observing the chicks/or duckling hatch and grow.</li> <li>• Thinking about the way people in other countries live compared to the way we live. (similarities and difference).</li> <li>• Looking at bridges &amp; tunnels &amp; investigation how to build them.</li> <li>• Using remote control vehicles in their learning.</li> <li>• Looking at transport history and link this to old and new.</li> <li>• Complete a simple programme on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>• Spot police, fire service and medical vehicles as you travel around and talk about those jobs</li> <li>• Take a train ride or bus journey together and discuss what happens. Talk about road safety when you are walking together.</li> <li>• Play with your child with a remote control toy. Discuss the instructions on the control box and describe the way it moves.</li> <li>• Talk about different forms of transport and why we use them for different journeys.</li> <li>• Talk to your child about why some people's lives were different in the past.</li> <li>• Talk about the way you used to travel when you were young, or the way Grandparents or Great Grandparents travelled, compared to now.</li> <li>• Talk about other countries and look for them on maps and globes. Discuss the lifestyle of people in other countries, what's the same and what's different to the way we live?</li> <li>• Talk about Easter and how this is a Christian festival.</li> </ul>
<p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"> <li>• To explore the different sounds of instruments. Responding to beat and rhythm and recognising short and long sounds.</li> <li>• Develop imagination in dance, music, art &amp; design and role play.</li> <li>• Explore how to mix colours.</li> <li>• To select tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• To select appropriate resources and adapt work where necessary.</li> <li>• 3-D modelling using boxes, plasticine &amp; paper.</li> <li>• Explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to join materials together and wrap boxes to cover them in paper. Help them to use scissors to cut accurately on a line.</li> <li>• Encourage your child to make up little dance routines or their own songs by adapting the words to nursery rhymes or pop songs they know.</li> <li>• Give children opportunities to paint and explore textures on fabrics, furnishings, walls and natural objects e.g. tree bark, grass etc.</li> <li>• Encourage your child to use their imagination in both role play/small world activities and when creating models and pictures.</li> </ul>

### Things to remember:

- Please **name label** all your child's clothes and belongings.
- Please bring a small bag for your child's **PE kit** such as a draw string bag as there is not a great deal of room in the cloak room.
- Please send their **PE kit** to school and leave it here for that half term we will then send it home.
- Your child will need a **book bag and water bottle** with a sports cap **every day**, please clearly label these.
- As the weather deteriorates, please send a **warm jacket** with your child as we spend some of our learning time outside in our playground -whatever the weather!

### Phonic and Reading systems:

- Your child's individual **sound book** wallet will have up to date jolly phonic action sheets, letter cards and tricky words added regularly. The contents will differ from child to child depending on their stage of phonic development. Please stick in the strips of Jolly Phonic actions so that your child has them neatly in their books.
- When your child is ready they will take home a 'Rigby Star' reading book. **Please comment in your child's Green Reading Record Book** to tell us how they are getting on with you at home. By commenting you are also letting us know that your child has read and they are ready for their books to be changed. To maintain progress, we will change your child's reading books weekly but only if you have commented. Please read regularly and often even if for a short time.

Please let us know if you have any concerns or questions

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