



Brookland Infant & Nursery School

Topic - Living Things

Early Years Foundation Stage Curriculum Planning		Information for Parents & Carers
Year Group: Reception	Classes: Holly, Mulberry & Rowan	Term: Summer 2017
<p>The curriculum is divided into 7 areas of learning and is taught using a topic approach and by following children's interests. 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>Personal, Social & Emotional Development</p> 	<ul style="list-style-type: none"> • Talk about the things they enjoy and are good at and about the things they don't find easy • To be resourceful in finding support when they need help or information • Talk about the plans they have made to carry out activities and what they might change if they were to repeat them • Work as part of a group whilst understanding and following rules • Listen to each other's suggestions and plan to achieve an outcome without adult help • Children to consistently know ways to manage their feelings and maintain control • Take into account one another's ideas about how to organise activities • Play group games with rules • To understand someone else's point of view can be different to theirs • Resolve disagreements through listening to each other to come up with a fair solution • To support children to adjust their behaviour to different situations, and take changes of routine in their stride (Transition to Year 1) • Support to transition from our Early Years garden at lunch-times to the Key stage 1 playground 	<ul style="list-style-type: none"> • Encourage your child to carry out small tasks at home giving them a sense of responsibility and independence such as laying the table, helping you with cooking • Encourage children to use a kind and calm tone of voice and use words to sort out and resolve differences especially with siblings and friends. • Discuss why we have rules at home and in the community • Talk about the similarities/differences between your family and others e.g. how we like different foods, have different beliefs that we respect. • Support your child to bring their belongings everyday such as their book bag and water bottle • Encourage your child to listen to other people's ideas and consider the benefits of them. Invite friends to play at home or meet a friend at the park and get involved in their interactions to support them listening to each other. • Encourage your child to discuss and respect differences they see in the lives of their friends • Talk about why we need to have rules in the community or at home. • Talk about how your child will have a new teacher and a new classroom in September. Reassure your child that they will have settling in sessions planned and there will be lots of things that are similar and some exciting differences.
<p>Physical Development</p> 	<ul style="list-style-type: none"> • Show good control and coordination in large movements (throwing, catching, bouncing, bat and bean bag skills) • Handle tools, objects, construction and malleable materials safely and with increasing control • Move confidently in a range of ways such as hopping and skipping, safely negotiating space • Show understanding of how to transport and store equipment safely • Show some understanding of what contributes to good health 	<ul style="list-style-type: none"> • Encourage your child to use the letter families (Curly Caterpillar/One Armed Robots/ Long Ladders / Zig-Zag Monsters) when writing their name and any other words • Talk about why we eat healthy food and take regular exercise and how it helps their bodies to grow. Talk about the need for a good night's sleep and good hygiene habits. • Play with large and small balls rolling, throwing and catching them and using a bat or your foot to move them

<p>Communication & Language</p> 	<ul style="list-style-type: none"> To answer "how" and "why" questions in response to stories or events. To follow instructions involving several ideas or actions To retell stories they know and to develop their story language Build on and extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use talk to organise, sequence and clarify thinking, ideas, feelings and events Speak clearly with confidence and control showing awareness of the listener 	<ul style="list-style-type: none"> When talking about life at home ask your child to think of a question to find out something extra using what, why where or how as the first word Uses stories from books to focus children's attention on predictions and explanations e.g. "Why did the boat tip over?" Ask your child to think in advance about how they will accomplish a task. Talk through and sequence the stages together. Ask your child to listen and follow instructions with 2 or more parts independently
<p>Literacy</p> 	<ul style="list-style-type: none"> To know the names and sounds of all lower and upper case (small & capital) letters Begin to read and understand sentences which include some "tricky" words (words which cannot be sounded out) To use strategies to decode words with more than one syllable such as covering part of the word up and 'snowballing' (uncovering sound by sound and blending as you go) Demonstrate understanding when talking with others about what they have read To use contents pages in non-fiction books and begin to understand alphabetical order To write simple sentence, which can be read by themselves and others. To use their phonic knowledge to make plausible attempts at spelling To begin to write stories they know (Little Red Hen, Three Billy Goats Gruff, The Gingerbread Man) To write in different forms during their play such as labels, captions, lists, letters 	<ul style="list-style-type: none"> Sing the alphabet song together and match sounds to letter names in the environment. Identify Capital letter shapes. Read your child's reading book with them each night and talk about which are the tricky words and which words are spelt following the phonic rules. If your child is just beginning to read get them to reread the sentence once they have decoded the words so that they gain fluency and have the chance to read it with understanding Talk about what happens in the story and predict what might happen next. Encourage your child to express an opinion about the characters and events in the story. Use home learning opportunities to encourage your child to write their own sentences. Encourage them to write sentences about models they make or pictures they draw. Encourage writing in your child's play and everyday life e.g. writing messages, lists, stories
<p>Mathematics</p> 	<ul style="list-style-type: none"> To recite the names of the days of the week, the months of the year and the seasons in order To recognise and order numbers from 1 - 20 To be able to say a number from their heads which is 1 more or 1 less than a number between 1-20 Use objects and fingers to solve addition and subtraction problems using their own mathematical ideas To use everyday language to talk about size, weight, capacity, position, distance, time and money To learn and use number pairs to 10 or 20 in calculating (e.g. $2+8=10/3+7=10/\text{double } 4=8$) To count aloud in twos, fives, tens 	<ul style="list-style-type: none"> Chant these together using Brain Gym crossover exercises. Talk about today, tomorrow and yesterday and identify the names. Notice numbers in the environment (house numbers and number plates are great) and talk about numbers up to 20 and then beyond Counting forwards/backwards with your child from different starting places 0-20. You could even do this chanting on the way to school e.g. 5,6,7,8 Play games where you say a number and ask what is 1 more/less and child replies (good car game) Swap and let child choose a number you ask more/less. Set calculation problems for children to solve using real objects and by using their fingers Encourage your child to pay for small items with money and begin to understand the concept of change To chant counting in ones, twos, fives and tens as you travel about. Encourage your child to count on/back to solve addition/subtraction number problems

Understanding the World



- To know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family
- Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect
- Talk about past and present events in own and family member's lives
- To know and be sensitive to the fact that children don't always enjoy the same things
- To know about similarities and differences in relation to places, objects, materials and living things
- To make observations of animals and plants and explain why some things occur, and talk about changes
- To know about the life cycles of creatures such as butterflies and frogs
- To look carefully at mini beasts in their natural environment and identify what type of habitat they like

- Name 2D shapes such as square, circle and 3d shapes such as cube, con.
 - Talk about groups of animals such as farm animals and the produce they give us
 - Search in the garden for mini beasts and compare them-what is similar and different
 - Notice plants as you move around the local area and talk about what your child likes and dislikes. Encourage them to smell and touch. Observe and talk about changes over time e.g. seasons.
 - Talk about the features of your own local environment and how it is different or similar to other places
 - Talk about when children were younger and when you were younger, show family photographs from when you were young especially key events e.g. weddings
 - Talk about skills, abilities, visual features and faith or culture that makes your child or family unique and how other people are different but special in their own ways
 - Talk to your child about living things and the characteristics that show they are alive
 - Talk about some actions which people in their own community do that help to maintain the area we live in

Expressive Arts and Design



- To think about uses and purposes for models that they make
 - Uses simple tools and techniques competently and appropriately
 - Select appropriate resources and adapts work where necessary
 - Select tools and techniques needed to shape, assemble and join materials they are using
 - 3-D modelling using boxes, plasticine, paper etc
 - Looking at 'The Snail' by Henri Matisse and using it to inspire our own works of art
 - Responding to creative arts by expressing feelings, thoughts and ideas
 - Develop imagination
 - Responding to music in a variety of ways
- Listen to music together and encourage your child to talk about how it makes them feel, to dance and move around or join in with the singing
 - Teach your child to join materials together and wrap boxes to cover them in paper. Have a purpose in mind and get them to assess whether it works well or not?
 - Create stories about imaginary worlds using toys and encourage your child to re-tell traditional stories to you
 - Talk about your child's drawings with them and praise places where they have accurately drawn what they see e.g. 6 legs on an insect, correct colours and shapes where appropriate
 - Look at works of art in books or on the internet and discuss your own and the children's response to them

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 then we will then send it home. Please ensure your child's plimsolls still fit as we will be doing some PE sessions outside.
- Your child will need a **book bag and water bottle** with a sports cap **every day**, please clearly label these.



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.
- **Please comment in your child's Green Reading Record Book** to tell us how they are getting on with their reading 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.

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