

## Spring term 2018

### Oak Tree Class - Reception/Year 1



Our new reception children have settled in beautifully and are now very much part of the school. This term the reception children will continue to access both child initiated and continuous provision opportunities both inside and out, with a slightly more structured approach being taken with the year 1's and any other children who are ready.

Friendships, relationships and confidence building will be paramount in our PSHÉ sessions, giving us opportunities to explore any social issues the children may be facing. Taking responsibility for our actions and looking after our school environment will also be discussed and encouraged. This links in with our collective worship theme of responsibility.

Phonics will continue to have a major emphasis in oak tree class, where the children will be consolidating much of their learning from last term. Some will move on to more complex two letter sounds, with the year 1's exploring different combinations of letters that make the same sound i.e. ear/eer, ai/ay/a\_e. Children will continue to practice basic blending of sounds to make words, sight word recognition, as well as reading and writing simple sentences.

Lots of singing, nursery rhymes, physical and craft activities linked to phonic sounds will help embed this knowledge and make the learning fun.

Handwriting practice will continue to play an important part in year 1, ensuring that the children are able to form their letters clearly and accurately, with the expectation that they will now be using full stops and capital letters in their work, as well as checking for sense.

This term the literacy focus is on traditional/fairy tales. We will initially be looking at the story of the 3 little pigs, before moving on to The Gingerbread man. We will create an exciting role play area for each, exploring our art themes of texture, pattern and colour to make the pig's and the gingerbread houses.

Stories in Literacy will also be linked, where possible, to our topic work of 'Power'. Stories such as 'The wind and the sun', will link in with wind and solar power. There will be many opportunities for acting these out. In DT we will be making our own windmills.

The children will be encouraged to speak about and record their weekly news.

Our Science focus this term will be mainly around aspects of staying healthy and safe, as well as healthy eating. Children will be encouraged to make and try some healthy recipes. We will continue to be mindful of the weather, observing closely changes in the seasons. Our outdoor education lessons will give us great opportunities to get out and explore. As we move onto looking at solar power, we will learn about the sun and electricity. Light sources and simple circuits will become a focus.

Maths remains very practical in nature with the children accessing a wide range of equipment (Numicon, Denes, Clixis, weighing scales, measuring tapes etc.) to consolidate their understanding.

For reception, establishing their basic counting and number recognition skills is paramount, with progression onto number order, more than/less than and basic addition/subtraction skills coming next. The children have chances to play many board games and can use our interactive whiteboard to access internet-supported learning.

Year 1 are progressing onto consolidation of numbers and the number system within 100 and continue to use their increasing knowledge of counting in 10's, 5's and 2's to help them problem solve. Throughout the term the children will also work on finding the difference between two numbers, place value, addition/subtraction of digit numbers, doubling and halving numbers, using money and continue to work on time to O'clock and half past.

PE continues to be outside for as long as possible, with basic ball skills and control being taught to all and then consolidated during the Wednesday rugby session (year 1 only). As the weather changes the children will come indoors and begin learning dance and gymnastics.

EYFS	Spring 2018	Power/Energy
<p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Knows the importance for good health of physical exercise, and a healthy diet</p> <p>Talks about how to keep healthy and safe</p>	Science	<p>Observe &amp; name light sources</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
<p>Children talk about past and present events in their own lives, and in those of their families.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	History	<p>Key events &amp; local importance</p> <p>Lives of historical figures &amp; compare periods</p>
<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Explain why some things occur, and talk about changes</p>	Geography	<p>Use geographical language to refer to local &amp; familiar features</p>
<p>Listens attentively in a range of situations</p> <p>Listens to stories, accurately anticipating key events</p> <p>Responds to what they hear with relevant comments, questions or actions</p> <p>Answer 'how' and 'why' questions about their experiences</p> <p>Expresses his/herself effectively, showing awareness of listeners' needs</p> <p>Can follow instructions involving several ideas or actions</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Hear and say the initial sound in words</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read and understand simple sentences</p> <p>Begin to break the flow of speech into words.</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Can write some irregular common words</p> <p>Writes simple sentences which can be read by themselves and others</p> <p>Develop own narratives and explanations by connecting ideas or events</p>	<p>Literacy</p> <p>1&amp;2) Traditional tales, with repetition</p> <p>Explanations</p> <p>Take 1 poet</p> <p>2) + Calligrams</p> <p>Read back what they have written, check for sense.</p> <p>Begin to edit and improve their own work.</p> <p>Extend sentences using 'and', but, so, because.</p> <p>Use adjectives to describe.</p> <p>Incorporate learnt forms into writing.</p> <p>Write correctly, phase 2, 3 and 4 tricky words, as well as other commonly used words.</p> <p>Use full stops and capital letters correctly in their writing.</p> <p>Punctuate using ! and ?</p> <p>Form letters correctly, focusing on ascenders/descenders</p> <p>Write words using un-, -ing, -ed.</p> <p>Read increasingly more complex sentences accurately, using skills learnt.</p> <p>Talk about what they have read with increasing detail.</p>

<p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects  Counts objects up to 10 and begin to count beyond 10.  Recognise, write and order numerals 1-20  Say which number is one more or one less than a given number to 20  Uses everyday language to talk about size, weight, capacity, distance and time.  Uses everyday language to talk about money  Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p><b>Maths</b></p>	<p>Read, write, count, order numbers 1-100 with confidence  Split numbers to 100 into tens/units.  Add/subtract 1/2 digit number to/from 2 digit numbers.  Begin to use T and U and number lines to do this.  Estimate amounts  Use coins up to £2 to make different amounts.  Begin to give change, using their knowledge of difference.  Tell the time to o'clock and half past. Know 60 mins in an hour, 24 hours in a day.  Count in 2's 5's and 10's.  Double, half and quarter amounts.</p>
<p>Recognises that a range of technology is used in places such as homes and schools  Selects and uses technology for particular purposes</p>	<p><b>Computing</b></p>	<p>Use logical reasoning to make predictions  Organise, store, retrieve &amp; manipulate data</p>
<p>Experiment with colour, design, texture, form and function  Safely use and explore a variety of materials, tools and techniques  Represent their own ideas, thoughts and feelings through art</p>	<p><b>Art</b></p>	<p>Develop techniques of colour, pattern, texture, line, shape, form &amp; space</p>
<p>Constructs with a purpose in mind, using a variety of resources.  Represent their own ideas, thoughts and feelings through design and technology</p>	<p><b>DT</b></p>	<p>Generate, model &amp; communicate ideas  Use a range of tools to complete practical tasks  Evaluate existing products and own idea</p>
<p>Makes music and experiments with ways of changing it  Represent their own ideas, thoughts and feelings through music</p>	<p><b>Music</b></p>	<p>Listen to &amp; understand live &amp; recorded music</p>
<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.  Knows other children don't always enjoy the same things, and are sensitive to this</p>	<p><b>RE</b></p>	<p>Religious leaders  Easter</p>

<p>Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Take account of one another's ideas about how to organise their activity</p> <p>Show sensitivity to others' needs and feelings</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Confident to try new activities, and say why they like some activities more than others</p> <p>Talks about how they and others show feelings</p> <p>They adjust their behaviour to different situations, and take changes in routine in their stride</p>	<p><b>PSHE</b></p>	<p>Relationships</p>
<p>Show good control and co-ordination in large and small movements</p> <p>Handle equipment and tools effectively</p> <p>Hold a pencil effectively for writing</p> <p>Talks about how to keep healthy and safe</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet</p>	<p><b>PE</b></p>	<p>Master basic movement, eg. Running, jumping, throwing, catching, balance, agility and co-ordination</p> <p>Participate in team games</p> <p>*Perform dances using simple movement</p>
<p>Talks about the features of their own immediate environment and how environments may vary from one another</p> <p>Makes observations of plants and animals</p>	<p><b>Outdoor</b></p>	<p>Exploring nature and seasons</p> <p>Building simple structures, digging, mixing, fixing, Hammering,</p> <p>Local area study, Garboldisham village.</p>

