

<p><b><u>Literacy</u></b></p> <p><b>Word reading:</b> We will begin learning phase 3 digraphs (two letters making one sound) and trigraphs (three letters making one sound) this half term as well as revisiting all of the sounds we have previously learnt. We will also be learning new tricky words. The children will continue with daily phonics sessions encompassing the skills of blending to read and segmenting to spell.</p> <p><b>Comprehension:</b> We will read a range of fiction and non-fiction texts to help us research the roles of people who help us in our local community. The children will learn how to sort fiction and non-fiction books and begin to describe the distinguishing features. We will follow a text map when learning the story of Burglar Bill before innovating this to create our own story. We will also follow a text map for a non-fiction text instructing us on how to 'stop, drop and roll'. This will help us to identify the features of instruction writing. We will then innovate the instructions to create our own which will be linked to dentists and vets. Your child will continue to come home with a library book each Tuesday as their reading for pleasure book. The children will be coming home with a new book each Wednesday which they will have read with an adult in school during the week learning the skills of decoding, prosody and comprehension.</p> <p><b>Writing:</b> This half term we are beginning to look at how to form a simple sentence. We will learn what makes a sentence and how grammatically it will need to include a capital letter, finger spaces and a full stop. We will be writing sentences to describe illustrations from stories as well as writing instructions. Independent writing will include clipboards/notebooks for incident reports, telephone messages, equipment checklists and prescriptions. Children will have access to mark-making equipment at all times and are encouraged to write in all areas of their learning. During our daily phonics lesson, the children spell words on their whiteboards.</p>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Managing Self:</b> We will talk about what we like doing, what we are good at or find difficult. We will gain confidence in sharing our experiences and we will talk about ourselves as learners. We will learn how to become resilient learners.</p> <p><b>Self-regulation:</b> We will talk about fairness and how we can make things fair when the situation seems unfair, coming up with a compromise and a solution.</p> <p><b>Building relationships:</b> Developing good relationships with both children and adults are encouraged and fostered throughout the year. We ensure that children make opportunities to listen to each other and explain their actions by turn taking, sharing, and playing in a group.</p>	<p><b><u>Communication and Language</u></b></p> <p><b>Listening, attention and understanding:</b> We will be listening carefully to adults and visitors we will have in from our community. We will listen to them speak about their roles, the uniform they wear and how they help us. Children will have the opportunity to listen to stories and non-fiction texts linked to experiences with the emergency services. Children will gain a deeper understanding of how our community works together to help and look out for others. We will learn how we can play a part in our local community by helping others in our own school and homes. Children will role play real-life experiences linked to the emergency services and gain a better understanding of what they do for our community.</p> <p><b>Speaking:</b> Children will ask and answer questions about the people who help us in our community and their occupations. Each child will have the opportunity to talk about their own experiences of their visits to the doctor/dentists etc.</p>	<p><b><u>Maths:</u></b></p> <p><b>Number:</b> Across the spring term will be thinking about the composition of numbers to 10. When making 4 we know that 2 is a part and 2 is part and the whole is 4. When making 8 we know that 5 is a part and 3 is a part and the whole is 8. We introduce number bonds and learn to understand that numbers can be made by combining smaller numbers. We will use real-life contexts and familiar concepts to explore this. We will be continuing to encourage the children to develop their reasoning and fluency skills by explaining an answer they give.</p> <p><b><u>Expressive Arts and Design</u></b></p> <p><b>Creating with materials:</b> Children will have the opportunity to create an emergency vehicle using junk modelling. Children will paint and create pictures of uniforms from around the world as well as of a person who helps us. Children will use fluorescent card to design a new emergency vehicle.</p> <p><b>Being imaginative:</b> Costumes, puppets and props will help support children to role play real-life experiences linked to the emergency services. Through our outdoor role play the children will explore being police officers, fire fighter's, doctors, nurses, builders and much more. Our small world area will provide opportunities for the children to work as part of a group and act out a narrative.</p>
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**Understanding The World:**

**Past and Present**

During this topic we will explore how the role of a police officer, doctor, nurse, postal worker, and fire fighters have changed over time and comparing them to the present. We will also be looking at key historical events including the Great Fire of London and beginning to look at the work of Florence Nightingale. We will use a range of books to support our learning. This topic will lead us to discuss different roles of people who help us in our community and link to the children's own experiences.

**The Natural World:**

We will discuss news items in relation to our topic, for example, how firefighters and vets helped to rescue wild animals during wildfires around the world. Children will also be encouraged to ask and raise questions about why things happen and how things work. We will also be continuing to think about the season of Winter and search for signs of this in our outdoor area.

**People, cultures and communities:**

At the start of the year, we will talk about the new year and along with it, the celebrations and resolutions. We will be going on a walk around our local community and posting a letter in a post box will help the children learn about their own environment and the journey of a letter. We will also be looking at a local doctor's surgery to show that within our local area there are lots of people who help us. We will be learning about how people who help us dress, work and what their roles are across the world. We will explore materials within this topic that many roles need reflective clothing or vehicles. In R.E we will be learning about a sense of belonging and looking at different faiths such as Christianity, Islam, Sikhism, Buddhism and Judaism. We will focus on the symbols which are special to these faiths and reflect on what symbols can say to us. During this half term we will learn about Chinese New Year and how it is celebrated.

## Reception learning experience

### Learning theme: ... People who help us



**Engage: Crime scene in the role play!!**

**Express: People who help us dress up day!**

**Physical development:**

**Fine:**

We will continue with our 'funky fingers' activities each morning when we arrive in school to develop our fine motor control. During our daily activities the children have regular opportunities to use scissors, hole punches, tracing, using Lego, peg boards and use of our play dough table. The children do daily writing during phonics where we practise pencil control and letter formation. The children will have regular chances to do up their coats.

**Gross motor:**

During PE this half term we will be focusing on our unit of 'Body Management' where will learn and practise skills of balancing bean bags on different parts of our bodies, building bridges and tunnels with our body, travel over and under apparatus, make shapes with our bodies and to move through hoops in different ways,