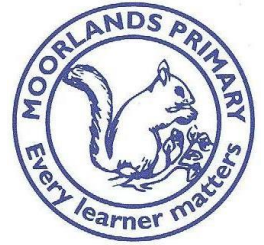


MOORLANDS PRIMARY SCHOOL

**FOUNDATION STAGE CURRICULUM NEWSLETTER
RECEPTION YEAR
Spring Term 1**

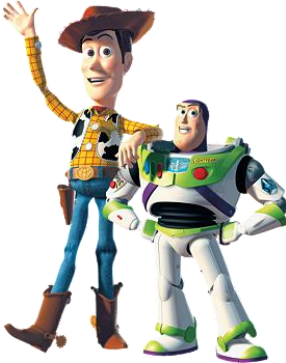


At Moorlands we strongly believe in the partnership between school and parents in each child's learning. Each term we shall send home a curriculum newsletter outlining the work your child will be covering in that term.

The **Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Literacy; Mathematics; Understanding of the World; Physical Development; Expressive Arts and Design.

MAIN TOPICS

The children will make links to all seven areas of learning focusing on the following topics.

Spring 1
TOY STORY
<p>In this topic, children will learn toys and their history while trying to problem solve in order to find Woody who has gone missing from our role play area, which is set up as Andy's bedroom (this has not happened yet so we do ask you wait until your children tell you about it before discussing it as not to not spoil their engagement). The children will be learning about time by ordering events and progress to looking at toys on a simple timeline. We will also introduce the children to basic vocabulary associated with money, using our Toy Shop role play. We will use a map of the school to find Woody and complete many speaking and listening activities, art tasks and role play linked to feelings.</p>


COMMUNICATION AND LANGUAGE

Spring 1

This term the children will continue to learn about the Language of Communication and Thinking, Linking Sounds and Letters, Reading and Writing through **stories and rhymes with predictable structures and patterned language, non-fiction texts, ICT and a range of cross-curricular activities.**

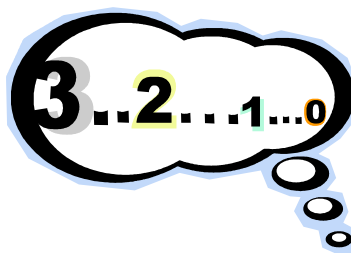


The children will receive regular **homework** to related to the '**Letters and Sounds of the Week**' that they will be learning as well as to recognise **tricky words**. It is very important that children **read** at home daily. They may wish to change their book every day or to read the same book several times over a few days. Children should regularly choose from the correct book band colour so that they can tackle the reading themselves. However, it is still important that parents read books to children at a level above their reading age and therefore books can also be chosen from the library for this purpose. Please complete the reading records at least once a week to comment on your child's reading progress. It is also important for the child to practise tracing, copying and **writing their name**.

Mathematics

Spring 1

This term the children will develop their mathematical understanding when dealing with numbers to 10 and beyond.



They will be looking at subtraction as last term we focused on addition. We will also be looking at money and learn to use language related to money. The children will be learning about capacity and using words to describe how full or empty a container is. We will be focusing on time language and days of the weeks; as well as doing further work on shapes.

Spring 1

Religious Education

This half term our RE topic is 'Specialness' with a focus on special stories. We look at some of the key stories told in the bible, such as the Nativity, Lost Sheep, Good Samaritan, Prodigal Son, Parable of the seeds and overall look at how Jesus is portrayed as a storyteller. At the end of the unit the children will be able to know that Jesus told stories when he grew up and they will be able to discuss what their favourite stories are and begin to explain why. The children will also be thinking about stories that are special to them – maybe a story that is read to them at home, or a family tale.



Jigsaw (PSHE)

The theme this term is 'Dreams and Goals'. In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. We will discuss understanding that challenges can be difficult and begin to recognise some of the feelings linked to perseverance and how it will help them to achieve a goal and be ambitious; to build their resilience. They will learn to recognise how kind words can encourage people, feel proud and celebrate successes.

At home they can think about:

- What is a challenge?
- How does it feel when you think you can't do something?
- What job would you like when you are older?
- What goals have you set?
- Why is it important to keep trying?
- Tell me about a time when something was hard but you kept trying.
- How do you like to celebrate when you achieve something?
- How can we celebrate together?
- Can you tell me about Calm Me time?

Key Vocabulary

Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage



Key Vocabulary to promote with your child to help support learning at school.

Topic Key Vocabulary

Metal
Plastic
Wood
Wooden
Electrical
Batteries
Soft
Hard
New
Old
Worn
Rusty
Action figures
Building sets
Balloons
Balls
Cars
Electronics
Games
Jack-in-a-box
Magnetic
Musical
Phones
Technology
Plastic
Puzzles
Radio controlled
Teddies
Trains
Games
Game consoles
Video games

Describe
Adjectives

Maths Key Vocabulary

<u>Subtracting</u>	<u>Prepositions</u>	<u>Time</u>
Less	Under	Morning
Smaller	Over	Afternoon
Take away	On	Evening
Subtract	In	Night
Altogether	On top	Before
Equals	Behind	After
Makes	Next to	Next
Total	Beside	First
Fewer	Through	Last
Amount	Side	Later
	In front	Earlier
	In between	Early
	Preposition	Late
	Position	Minute
	Location	Second
		Hour
		Clock
		Timer
		Time
		Day
		Week
		Month
		Year
		Midday
		Clock face
		Hand
		To
		Past
		Afterwards
		At last
		In the end
		Soon
		Old, older, oldest
		Watch
		Today, yesterday, tomorrow
		Longer, shorter, quicker, slower
		Bedtime, dinnertime, playtime
<u>Capacity</u>	<u>Money</u>	
Full	Coins	
Half full	Pennies	
Half empty	Pence	
Empty	p	
Nearly full	Pound	
Nearly empty	Till	
Container	Receipt	
Liquid	Price	
Amount	Tag	
Capacity	Buy	
Measure	Cashier	
Bottle	Fortune	
Box	Gold, Silver, Bronze coins	
Jug	Notes	
Cup	Card	
Pour	Bank card, credit card	
fill	Bank	
	Purse	
	Wallet	
	How much	
	How many	
	Cost	

Thank you for your continued support.

Mrs Henneberg, Miss Wallaya and Mr Kill

