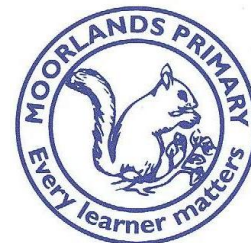


## MOORLANDS PRIMARY SCHOOL

### 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**

#### **FAIRY TALES**

This half term the children will be undertaking a topic on a Fairy Tales. They will be immersed in a range of traditional tales such as Three Little Pigs; Goldilocks and Three Bears; Little Red Riding Hood; Jack and the Beanstalk and more. The children will learn to retell the stories, act them out, and use story sacks to tell stories and make up their own. The children will begin to build a deeper understanding of stories and their structures. We will be talking about stories having a beginning, middle and end as well as thinking about characters and story settings. Children will use the stories in their writing and maths as well as art and understanding the world to make things such as wanted posters for the big bad wolf, grow their own bean stalks, think about size for the three bears and build houses – testing materials – for the three little pigs.



## COMMUNICATION AND LANGUAGE

Spring 1

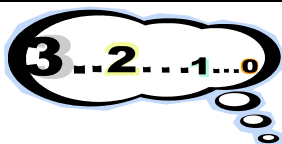
This term the children will continue to learn about the Language of Communication and Thinking, Linking Sounds and Letters, Reading and Writing through **stories and rhymes with predictable structures and patterned language, non-fiction texts, ICT and a range of cross-curricular activities.**



The children will receive regular **homework** 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. It is important that parents read books to children at a level above their reading age as well as encouraging the children to read their book from school. Don't forget you can also use the Phonics Success for All parent portal to read e-books and work on phonics at home. Please complete the reading records at least four times 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



The children will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are, continue to name the objects being counted to emphasise the numerosity of the set, e.g. Would you please collect 6 crayons and bring them to me? The children will also revisit the concept of cardinality – that the last number in the count tells us how many things there are **ALTOGETHER**. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence.

Children will be rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. While continuing to work with numbers to 5, 6 and 7 the children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will spend time discovering that each number has a value of 1 more than the previous number. Using blocks and squares to order quantities from 1 to 5 will help to embed this key understanding.

The children will hear ordinal numbers (first, second, etc.) alongside these ordering activities and as part of classroom routines. Using representations of quantity alongside these ordinal numbers will help to embed understanding.

The children will have previously experienced hearing and joining in with the counting sequence to numbers larger than 20. This allowed them to begin to understand the pattern of numbers. They will also have explored cardinality by focusing on the 'stopping number'.

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 and repeating patterns.

## 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

Story  
Fiction  
Character  
Language  
Setting  
Once upon a time  
The end  
Beginning  
Middle  
End  
Retell

**Thank you for your continued support.**

**Miss Nash and Miss Dobson**

