



St Joan of Arc Nursery Curriculum Newsletter Spring Term 2018



Topic: Once Upon Time

Parent Note: Given that this half term is only five weeks long, we have decided to extend our topic 'Once Upon Time' for the 2nd half of Spring term. Therefore, children will have the time to develop a strong understanding of a range of traditional tales.

Religious Education:

We will be covering the following topic in RE this half term;

- **Local Church unit: Celebrating** – In this unit we will learn about how the local church gives thanks for God's blessing in its liturgical celebrations and in way it lives in parish life. Pupils will think about special celebrations in their own lives and then learn about the Church's celebrations, e.g. on Sundays when the parish family gathers and celebrates.
- **Eucharist unit: Gathering** – In this unit pupils will learn about the celebration of the Eucharist, a sign of God's love in our lives. We will find out about this special gathering; looking at images and videos to help us understand the Eucharist. Children will be encouraged to recognise the phrase, 'The Lord be with you. And in your spirit.'

We will be continuing to learn the prayers for the different part of the school day – a morning prayer, lunch time prayer and home time prayer.

We will be covering the following topic in RE for the 2nd half of Spring term;

- **Lent and Easter: Growing** - We will be discussing that Lent is a time to work at growing spiritually in preparation to remember the death of Jesus and his joyful resurrection at Easter. Pupils we learn that Lent is a special time when we grow in love to be more like Jesus and look forward to Easter. We will discuss the key events of Holy week, focusing on the key knowledge that Good Friday commemorates the day on which Jesus died.

Core Vocabulary: grow, spring, different, Lent, Good Friday, Cross, Easter Sunday

Communication and Language, and Literacy:

- **Phonics:** We follow a systematic, synthetic, daily phonic programme. The children are introduced to a new sound each day as well as revising previous sounds taught. Pupils will be moving onto learning sounds from Speed Set 2 and Speed Set 3 which include digraphs (two letters, one sound) and trigraphs (three letters, one sound). The children are taught to break words down into individual sounds when they are attempting to read and write.

Children will be using their known sounds to sound out words using 'FRED talk' and will be encouraged to use visual displays to identify the correct phoneme for that sound.

- **Writing:** The children have daily opportunities to write in different areas of the classroom, including role-play areas. Handwriting (name practice, patterns, and letter formation) will continue in a number of ways (chalk, painting, pencil, markers, on paper and in books). The children will also be writing lists, captions and simple sentences, looking at punctuation such as capital letters and full stops. The children are encouraged to 'have a go' at writing – recording the sounds they are able to hear in the words they want to write.

Linked to our topic, our writing activities will include; sequencing story events, using adjectives to describe characters, creating their own fairytales, writing about their favourite fairytale.

- **Speaking and Listening:** The children will have lots of opportunities to work in small groups where they are encouraged to take turns speaking and listening to each other. We encourage the children to speak in full sentences and encourage 'good listening' skills such as looking at the speaker. The children will play lots of listening games to improve their listening skills at the end of the day. We will continue to send 'Rex' our class pet home for the weekend; the children will be encouraged to talk about their time with him to the whole class.

The children will be encouraged to use story structures and language in their play from the fairytales we are focusing on. There will also be opportunities to retell stories, negotiate play activities and share and discuss their ideas during small group teaching activities.

- **Reading:** The children will continue to have weekly guided reading sessions, along with daily story-telling and regular big book sharing. We will build on our learning in the Autumn term, focusing on retelling and sequencing stories and demonstrating an understanding when talking with others about what they have read.
- Children will be encouraged to read and understand simple sentences. They will use their developing phonic knowledge to decode regular words and read them aloud accurately. Children will be drawing on their sight word knowledge, reading words from their Word Wallet automatically when encountering them in a range of texts.
- We will focus each week on a different story linked to our topic including – *The Gingerbread Man*, *Goldilocks and the 3 Bears*, *Little Red Riding Hood* and *Jack And the Beanstalk*.

Personal, Social and Emotional Development:

- We will continue to help tidy up and put things away in the correct place.
- The children will have opportunities to role-play making 'good choices' in Reception and be kind and helpful to each other.
- We will also continue to model turn-taking during child initiated play.

<ul style="list-style-type: none"> • The children will be encouraged to play with different children in Reception through small group sessions and games in the outside area. • The children will be working in small groups to make Gingerbread people and porridge – learning about personal hygiene (such as washing hands), sharing fairly and working together as a group. • We will continue to work with the children to help them resolve conflicts and negotiate plans and activities with each other. • The children are encouraged to be independent when putting on their jumper/cardigans and coats, using aprons and using the dressing up clothes. 						
Mathematics:						
<ul style="list-style-type: none"> • The children will continue to count reliably with numbers from 1 to 10 • The children will use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. • In practical activities and discussion, they will use the vocabulary involved in adding and subtracting. • The children will use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. • The children will have opportunities to look at and discuss patterns in the environment and will be encouraged to make their own repeated patterns. • The children use everyday language to talk about time to compare quantities and to solve problems. • The children will have many practical mathematical experiences such as activities in the sand and water trays on a regular basis. 						
Understanding the World:						
<ul style="list-style-type: none"> • ICT: We will also be using various types of technology include Beebots and learning how to program them. • Science: This half term we will be planting seeds and monitoring their progress as they grow. We will be looking at how materials change with heating and cooling through cooking activities. • DT: The children will be encouraged to select and use resources around the classroom to build and construct a variety of models such as beanstalks, fairy tale characters' homes, castles, etc. If you have any recycled materials – boxes, containers, kitchen roll tubes (check the products didn't contain nuts before sending into school please) we would appreciate them for the children to use for DT. 						
Physical Development:						
<ul style="list-style-type: none"> • The children will be encouraged to put on and take off their coats and painting aprons themselves, with decreasing support as they develop. • The children will have opportunities to practise their scissor skills and pencil grips in the creative areas. • The children will be encouraged to make pictures out of scrunched up tissue paper to build fine motor skills. • The children have daily access to the sand and water trays with a mixture of planned activities (investigating floating and sinking, measuring and ordering according to size and weight, using foam numbers and letters, letter moulds and story props to retell stories) and child initiated activities (using a wide variety of sand and water tray equipment). • The children will be encouraged to practise their balancing skills in the outside area. • The children will have opportunities of moving around the playgrounds in a variety of ways such as running, hopping, jumping and skipping. We will be developing our ball skills this half term, the children will have opportunities to pass, catch, kick, and hit with large and small balls. • The children have access to the variety of resources in the outdoor area. 						
Expressive Arts and design:						
<ul style="list-style-type: none"> • The children will have the opportunity to experiment with play dough and a variety of different tools and equipment in the malleable area. • Our role play area this half term will be a fairy tale castle. The children will be exploring the resources in this area to support their play. • The children will be encouraged to make models of their favourite characters and settings from fairy tales using play dough, junk modelling resources and construction kits. • We will continue to have weekly singing sessions, the children will continue to experiment with and create sounds using different instruments, their voices and different objects around the classroom. • Outside the children will have opportunities to role play different fairytales by using the big blocks and other outdoor equipment to create various fairytale scenes and scenarios. • The children will be exposed to a variety of art activities including finger painting, painting, collaging, making finger puppets and creating 2D and 3D pictures and models. Through these activities, the children will be experimenting with and exploring colour, texture, shape as well as learning different joining techniques. 						
Ways you can help at Home:						
<table border="0"> <tr> <td>☺ Encourage your child to dress independently – teach them how to do up their buttons, zips, buckles, put on/take off their jumpers.</td> <td>☺ Provide opportunities for your child to use pens, paper, pencils, scissors, paint, etc. at home.</td> </tr> <tr> <td>☺ Encourage physical activity through trips to the park, ball games, swimming, running, biking, climbing, etc.</td> <td>☺ Read with your child each night, discuss the story with them and record in their reading record.</td> </tr> <tr> <td>☺ Encourage your child to talk about what they do at school</td> <td>☺ Look for and discuss different sounds around the home,</td> </tr> </table>	☺ Encourage your child to dress independently – teach them how to do up their buttons, zips, buckles, put on/take off their jumpers.	☺ Provide opportunities for your child to use pens, paper, pencils, scissors, paint, etc. at home.	☺ Encourage physical activity through trips to the park, ball games, swimming, running, biking, climbing, etc.	☺ Read with your child each night, discuss the story with them and record in their reading record.	☺ Encourage your child to talk about what they do at school	☺ Look for and discuss different sounds around the home,
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<p>each day.</p> <p>☺ Let your child help as you cook at home – discuss measuring with them etc.</p> <p>☺ Look for numbers and shapes in the environment as you are out and about.</p> <p>☺ Count regularly with your child – as they are tidying up, doing different jobs, etc.</p> <p>☺ Listen for the initial sounds in words and share with your child particularly the initial sound in their name.</p> <p>☺ Assist your child in contributing to their learning journal – remember this is a partnership between home and school, to share information about your child’s interests and learning in different settings. We hope you are finding this informative.</p>	<p>and when out and about.</p> <p>☺ Read, discuss and encourage your child to retell the fairytales we are focusing on this half term.</p> <p>☺ Practise forming numbers in different ways – making numbers from playdough, painting numbers, etc</p> <p>☺ Provide opportunities for your child to ‘have a go’ at writing.</p> <p>☺ Talk to your child about how Lent is a very special time of the year. Read together stories from the Bible about the events of Holy Week.</p>
Other Information:	
<ul style="list-style-type: none"> • Can you help? If you think you can help in any way with the topic we are doing this half term (Fairytales), please talk to the class teacher. • Also, if you have any old fabrics/costumes that you no longer need and wish to donate to the school, please talk to the class teacher. 	

Thank you for your continued support. We look forward to another successful half term in Reception.
Miss Newson and Miss Maher

Glossary

Digraph- A type of grapheme where 2 letters represent one phoneme e.g. ea in each. These can also be split where the two letters are not next to each other. Examples include: take- a-e and line- i-e.

Grapheme- A letter or combination of letters that corresponds to a single phoneme within a word e.g. t in ten, ate and bet corresponds to /t/. The grapheme ph in dolphin corresponds to the phoneme/f/.

Phoneme- A phoneme is the smallest unit of sound that signals a distinct contrasting meaning .e.g. /t/ contrasts with /k/ to signal the difference between tap and cap. A single phoneme can be represented in writing by 1, 2, 3 or 4 letters that constitute a single grapheme.

Trigraphs- A type of grapheme where three letters represent one phoneme, e.g high, pure, patch, hedge