

PE

Your child must attend school in their PE kits on PE days. This term we will be doing Dance. Children need to come to school dressed in shorts underneath their joggers.

RB and RR– PE day is on Thursday

RY– PE day is on Friday

Reading in Reception

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this independently. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

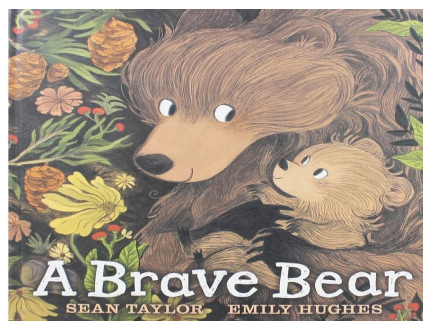
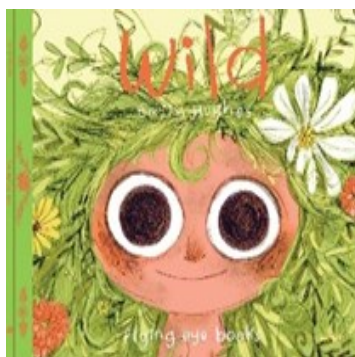
A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Home Learning: All our home learning activities will be

published every Friday on **Tapestry**.

Support us using Tapestry at home: We would love to see what you are doing at home with your child. Please upload any meaningful experiences that are happening outside of school. You can also comment on your child's learning.

The books we are focusing on this half term



Latymer All Saints CE Primary School



Curriculum Leaflet - Spring 2 2024

At Latymer All Saints Primary School, we believe that learning is a partnership between school and home.

The aim of this leaflet is to provide you with key information about your child's learning in class this half-term enabling you to support and enhance their learning at home.

Teaching and Support Staff

Reception Team:

Mrs Karsa: R Blue Year Group Leader/Class Teacher

Miss Smith R Red Class Teacher

Miss Hummel : R Yellow Class Teacher / Geography Lead

Support Staff: **Mrs Smitten** HLTA **Mrs Gunay** TA **Mrs Bhinda** TA

Dates/Event

Cheshunt country park nature trail

Edible garden links

In our school:

We **LOVE** deeply, respecting everyone and treating them with dignity;

We **ASPIRE** with confidence, working hard and embracing challenge and

We **SERVE** God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us"

Literacy

Phonics: little Wandle— Phase 3

Writing To write recognizable letter

To spell simple tricky words

To attempt to write simple words/sentences using known sounds

To label images from the stories, write simple words and simple captions related to the texts

To write some information about forest animals including bears

To describe the story settings- forest and woodland

Comprehension

To anticipate key events in the stories we read together

To use and understand new vocabulary we learn through our shared reading

To sequence key events from our core texts

Word Reading To know phase 2 sounds and use them to segment and blend words.

To read simple sentences. To read a range of tricky words To read simple sentences-

To begin to read simple sentences

Web links

Phonics- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-at-home/>

Mathematics

To represent 9 and 10 and to sort 9 and 10 in different ways To order numbers to 10 and work on the composition of 9 and 10

To count backwards from 10

To compare within 10

To make 9 and 10

To match 3D Shapes, real life objects

To create patterns and movement Patterns

Our Spring 2 Topic is:

Go Wild



Communication and Language

Listening, Attention & Understanding: To listen carefully to stories and be able to respond during discussions and answer text-related questions To respond to pictures from the story

Speaking: To be able to answer how and why questions

To predict story endings-e.g. What do you think will happen to the girl at the end of the story?

Physical Development

Fine motor skills

To show more accuracy when drawing-paying attention to details and colouring in carefully

Using fine brush strokes and painting recognizable images

To form numbers and letters that are recognizable

To use tools safely and effectively e.g. scissors

Gross motor skills

To develop core movement skills- e.g. jumping, hopping, skipping

To use a range of apparatus confidently and safely

To demonstrate strength, balance coordination and an awareness of space Dance activities – moving to woodland inspired music- how was the girl in wild moving from tree to tree?

Moving like Brave Bear- exploring journeys and travelling using

Understanding the World

RE Unit: What is so special about Easter?

Past & Present: To talk about the lives of those around us

To recount past events and compare to present

People, Cultures & Communities:

To describe immediate environment

To create own maps

The Natural World:

Compare to other environments e.g. compare where we live to woodland habitats

Explore the natural world around us –[Edible garden](#)

To understand seasonal changes- The Brave bear was very hot. Talk about seasonal clothing Compare a hot and cold climates- explore animals that live in hot and cold climates

Find out some bear facts

Expressive Arts and Design

Creating with Materials: To use a variety of tools, materials and techniques to create collages and art inspired by nature

To use relevant props and material during child-initiated learning times

Being Imaginative & Expressive: To recount stories with adults and peers using props

To move to music inspired by the stories we are sharing

To explore travelling through a forest on a journey and to describe these movements

Make music inspired by forest sounds

Personal, Social and Emotional Development

Self-regulation:

To express our feelings and to consider the feelings of others. -*How did the girl in the story feel at different stages of the book and why? (Wild) How did Brave Bear feel when he faced challenges?*

Explore the concept of bravery and what to do when we face challenges

To be able to talk about the things that affect our emotions

To work towards simple goals

To give focused attention to class adults.

Managing self:

To work independently, asking for help when required

To understand why we have rules

To understand the things that can keep us healthy

Building Relationships: To work and play cooperatively

To show sensitivity to the needs of other- relate to story characters