

Brownlow Fold Primary School

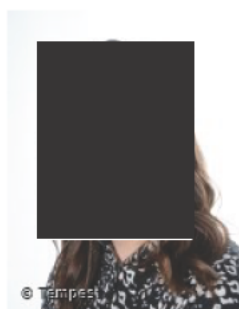


On the following pages we have provided a summary of the teaching coverage so that you are aware of what your child has to learn during this term.

The curriculum map outlines how your child's key worker will plan the Early Years curriculum to fit the needs of your child through the Spring Term.

Any questions regarding the curriculum should be discussed with your class teacher.

Class Teacher



Mrs Leach

Homework: Homework will be set on Tapestry every **Friday** and work should be completed and shared on Tapestry for the class teacher to see by the following **Wednesday**.

Tapestry: Please ensure you are logging into Tapestry to keep up to date with your child's learning. It is important for us that you can see and share your child's learning experiences with them. You can also add and share anything you do at home with your child for us to see in Reception.

Reading: Children will read weekly in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

Please keep this booklet for future reference

Key Texts for Spring

- Winter Sleep
- Papa Penguin
- How to Catch a Star
- Puffin Peter
- Amelia Earhart – Little People, Big Dreams
- The Lion Inside
- Elmer
- Cinderella
- Hana's Hundreds of Hijab's
- Nabil Steals a Penguin



Curriculum Map for the Spring term

Area Of Learning	Coverage
Personal Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
Mathematics	- Subitise - Link the number and numeral with its cardinal number value - Count beyond 10 - Compare numbers - Understand the one more/one less concept - Explore the composition of numbers to 10
Literacy	- Read individual letters by saying the sounds - Blend sounds into words - Read some letter groups that represent one sound and say sounds for them - Read a few common exception words matched to RWI phonics - Read simple phrases and sentences

	- Re-read books to build their confidence and fluency - Form lower case letters correctly - Spell words by identifying the sounds and then writing the letters.
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful thinker.	• I can link ideas from different learning challenges to solve problems and present my findings. • I am happy to persevere even when the solution is not readily available. • I understand the difference between a task that is too difficult and one that requires me to think more deeply. • I know the difference between sensible risks and a fool-hardy risk.
	Reflective learner.	• I accept different types of feedback and learn from it. • I make good use of time to reflect on what I have learnt. • I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be. • I use a range of criteria to reflect on my own and others work.
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	In Reception we have a vast array of fiction and non-fiction books that represent our diverse society. These are freely available for the children to read themselves, to select for story time or to take home as library books. Alongside this we explore a range of celebrations and festivals from different faiths and cultures, often sharing our own experiences and traditions too.    	
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	In Reception we explore how we all learn in different ways and how this can be empowering for the children. We follow our Characteristics of Effective Teaching and Learning model using familiar characters from some of our favourite stories.	
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	We will explore our local community and some of the people who help us in our community. Some of these people will be invited into school to talk to us. For example, the police, the fire service, dental nurses etc.	
Home Learning In Reception home learning will be set after October half term.	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. Below is an example of some of the Homework tasks that your child will receive (this is dependent on the year group they are in and differentiated accordingly) ▪ Daily reading – <i>parents are expected to sign their child's diary every week so that we know that they have read at home</i> ▪ Oxford Owl – <i>eBooks will be set each week for you to access online on any device</i> ▪ Maths, Writing or Phonics activities – <i>Each week you will have a maths/writing phonics activity set on Tapestry for you to complete.</i>	