

Key Vocabulary:

Our locality: Falmouth, town, locality, Cornwall, England, map, feature, key, world, google earth, home, special, feature, street. Who, what, when, where, why, how. Job, fisherman, coastguard, nurse, Doctor.

People: Myself, family, community, same, different, people, live, home, celebration, Chinese New Year, noodles, fireworks, money packet, red, gold, chopsticks.

The past: Old, new, nowadays, the past, different, similar, young, baby, child, adult, grow, change, life cycle, Mum, Dad, Grandma, Grandpa.

RE: Celebrating – People celebrating in Church.

The Church's celebrations are community occasions. The children learn how on Sundays, the parish family gathers together. It is a time to remember how much there is to celebrate; a time to say thank you; a time to know that God's love is offered and made visible here and now in Jesus and in people. We will build on key vocabulary, including, Church, priest, community, memory, altar.

RSE Live Life to the Full – Our RSE curriculum continues this half term. In 'Me, My Body, My Health', we explore what constitutes a healthy lifestyle, including, exercise, diet, sleep and personal hygiene.

Past and present:

We will compare jobs in our locality to roles from the past by asking questions to those around us and using information from stories. We will compare and contrast by recognising similarities and differences.

The Natural World:

On a trip around our locality we will be encouraging the children to notice street signs, key buildings and features of our locality. We will be using our senses to make observations of the physical features of the environment and plot them on maps.

People Culture and communities:

What is in our locality? We explore the people, buildings and features of Falmouth through first hand observation, fact finding and simple map work. Chinese New Year will be compared to previous celebrations from our learning last half term.

Technology: We will be using ipads to take pictures of our locality on a trip and using our class computer to find out facts about our where we live. Using our light box, we will be exploring shape to make a composition. Using 'Puppet Pals' on our ipads, we will be creating short animations about our home town.

Moving and Handling:

Fine Skills – Letter formation will continue through specific 'Read Write inc' phonics sessions and Literacy sessions. We will also be introducing daily handwriting sessions to support learning of capital letters. The children will be challenged in their provision with access to finer paintbrushes, smaller items for assembling, such as, split pins and a larger range of scissors. **Gross Skills** – In PE children will be exploring ball skills. They will be working in small teams and partners to develop listening skills and to ensure that bouncing, passing and aiming skills develop. The children will continue to have ample opportunity to move athletically in our outdoors area, where specific provision will support these skills to develop and allow confidence to increase.

BIG Question: Who is helpful and how can I be helpful in my community?

Reception class will be exploring our locality and identifying buildings, jobs and people who are special within our local town. The children will be encouraged to talk about the lives of people around them and their roles in society through first hand discussion, story and mapwork. They will build on work from Autumn 1 to further compare with the recent past and have the opportunity to discuss how they can be helpful in their community to others by participating with a foodbank collection.

Cultural Capital: We will be learning from those around us and inviting in parents to speak about their own jobs. We will then take the opportunity to learn about Chinese New Year and how this is celebrated. Reception class will also be continuing to share homework from home with our friends. We will be reflecting on how lucky we are to have safe, caring homes and taking part in a foodbank collection.

Personal, social and emotional:

Building Relationships – YR are encouraged to hold back & forth conversations, listening to peers ideas and respond appropriately. We will be focusing on showing an understanding of another child's perspective in our discussion, for example, explaining what motivated someone to behave in a particular way. We will be practising taking turns with a little support from an adult or with systems in place, such as, sand timers.

Managing Self – The children will continue to build on their dressing skills for PE. We will also be discussing making sensible choices and working on beginning to develop perseverance when something is found to be challenging.

Self-Regulation – The children will now be able to follow more two-step instructions. They will be working on waiting with increased patience when necessary and controlling their feelings. They will begin to solve small conflicts through speaking to each other and being assertive, e.g. "Can I have a turn when you are finished?"

Being imaginative and expressive: In our Music sessions we will be exploring our topic 'Everyone', listening to songs about families, friends, people and music from around the world. Building on already well known songs, such as, 'Wind the Bobbin', we will introduce the children to the South African lullaby, 'Thula Baba' and explore Mozart's 'Horn Concerto no 4 Rondo'. We will be exploring pitch and creating our own compositions with different rhythms. We will continue to sing using our 'Song Spoons' and enjoy spoken word through our 'Poetry Basket' provision. We will enjoy asking questions about our curiosity cube contents and use our speaking skills in our 'Three Bears' and 'Dr's surgery' role play scenarios. **Creating with materials:** The children will be encouraged to explore structure through shape, commencing with Paul Klee inspired pictures and culminating in making their own resources for our role plays using a range of joining and assembling techniques.

Playing and exploring, Active learning and creating and thinking critically

in all of our learning. We love working with our children to provide opportunities through provision to learn. We enjoy seeing the learning created by our class and follow their interests to encourage development of 'having a go' and encouraging idea development.



Trips, Visitors and our Local Area:

We are taking a trip into our local town, Falmouth, in order to spot key features of our locality. Are there any parks, libraries or shops? We will be inviting in our Parents and Grandparents to share what they do or have done for a living. We will enjoy asking questions this half term to find out lots of interesting answers.



Communication and Language:

Listening, Attention and Understanding – The children will build on their vocabulary banks and be encouraged to use vocabulary within provision. They will approach tasks in small groups, as well as partner work. **Speaking** – We are encouraging question asking this half term and giving the children every opportunity to compose their own and ask them in real life opportunities. We will spend time with parent visitors, the local community on our trip and our older class 5 buddies to maximise this learning.



Literacy:

Children will continue their 'learning to read' journey by joining in with daily 'Read Write inc' streamed phonics sessions. They will learn Set 1 digraphs, such as, 'ch', 'sh', 'th' and move towards learning Set 2 sounds. We will begin with some wonderful storytelling about 'The Three Bears', learning it orally and then changing what Goldilocks does in our own versions. We will be using every opportunity to write, including, an apology from Goldilocks and porridge tasting explanations. We want to encourage short sentence writing and will be showing the children how to use fingerspaces to separate their words.

Maths: We will firstly focus on the children's ability to recognise, represent and manipulate numbers to 10. Children begin by counting groups of objects up to 6, 7 and 8, before moving on to 9 and 10. Children will learn to recognise and count different representations of numbers up to 10 and use a ten frame to help structure their counting and reasoning. We will then move on to comparison, using the key mathematical vocabulary of more, fewer, more than and less than. We will then learn about one more and one less and recall part part whole, to ensure confident mastery of the skill of combining two groups to find a whole up to 10.