

Personal, Social and Emotional Development

- To explain our own knowledge and understanding, and to ask appropriate questions of others.
- To develop confidence to talk about our own home, cultures and the community we live in.
- To understand how our own actions can affect other people.

Mathematical Development

- To begin to use the vocabulary involved in addition and subtraction, such as adding and taking away.
- To begin to solve and record number problems using marks that they can explain.
- To explore and order objects by their size, weight and capacity.
- To begin to use mathematical names for 3D and 2D shapes and describe them.
- To identify coins and explore money.



Expressive Art and Design

- To experiment with texture and colour mixing techniques to create representations of people, objects and experiences
- To work cooperatively to develop and act out narratives. To plan and construct models for a purpose.
- To explore and imitate artwork from other cultures and countries.

FAIRISLE LEARNING NEWS

YEAR R SPRING 1

Our topics this term are 'Where do you live?', 'Around the World' and 'Amazing Space'.

We are looking forward to exploring the local area by taking a walk around Lordshill. Then we jet off into our topic, 'Around the World' and transport our learning to a different country each week, such as Africa and China. Finally, we will discover amazing facts about Outer Space and our Solar System.

Article 31 Every child has the right to play and rest.

Article 28 Every child has the right to learn.

Literacy

- To describe the main story settings, events and principal characters in stories read together. To make plausible predictions using the text.
- To use story language (e.g. 'once upon a time') to imagine and recreate roles in our play.
- To segment and blend words in our reading and writing. e.g. c-a-t 'cat' and f-ee-t 'feet'.
- To write using initial, medial and final sounds of words.
- To write using finger spaces, capital letters and full stops.
- To write short meaningful sentences in the context of captions, letters, postcards, facts and stories.



Physical Development

- In PE we are developing our dynamic balance in a range of ways.
- To follow some simple rules in PE and name some things I am good at.
- To begin to use anticlockwise movement and retrace vertical lines when forming letters



Communication and Language

- To join in with repeated phrases and key events.
- To maintain attention, concentrate and sit quietly during an appropriate activity.
- To listen to and follow a story without using pictures or props.
- To use talk to sequence and retell a familiar story.

Understanding of the World

- To develop interest in different cultures and ways of life in our own and other countries. We will learn different languages and taste food from around the world.
- RE: To learn about celebrations from around the world.
- To know that information can be retrieved from computers and books. We will explore our local and wider area using Google Maps.



Learning Links

<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none">• Try to read a story or colour banded book daily. When reading, look for any letters/tricky words that children recognise and talk about the story using the pictures.• Discuss and model ways of finding out information from non-fiction texts and computers.• Encourage children to make links between books, including similar characters, settings and story.	<p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none">• Encourage children to learn to spell tricky words from Phase 2/3. Ask your class teacher if you require another copy.• Help your child to practise writing sentences using all the sounds they can hear. Always give a purpose for writing. This could be writing a letter to a family member, writing a postcard for a trip or creating a caption for a photograph.	<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none">• Set up a simple shop role play to explore using the language of money. Show children different coins and talk about their differing sizes, colour and value.• Support your child to add amounts together using objects, pictures and jottings. Encourage them to use mathematical language such as add and equals.
<p style="text-align: center;"><u>Health and Self-Care</u></p> <ul style="list-style-type: none">• Now that the weather is getting colder, please support your child to put on their coat and zip or button it up by themselves.• Talk to them about other ways to keep themselves warm and healthy. For example, putting gloves on if their hands are cold.	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none">• Take a walk around your home or local area. Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.• Help children to find out about their area and how it may have changed. Talk to people such as grandparents, examine old photographs and simple maps and visit local places.	<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none">• Children are often more likely to talk about their school day when it is modelled by an adult. For example, tell your child something that happened in your day to encourage them to comment upon and make links with events from their own day.• Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each,

Please bring in WOW moments for children's achievements at home! You can find blank copies outside your child's classroom or ask your class teacher. Please bring in any WOW moments about your child celebrating special family occasions or traditions.