



# CURRICULUM NEWS OAK CLASS

## SPRING TERM 1 2025

In Reception, we follow the early years foundation stage (EYFS) which is all about how children learn, as well as what they learn, and it sets standards for the learning, development and care of your child from birth to five years of age.

The EYFS framework is based on four principles;

- ★ Every child is unique, is constantly learning and can be resilient, capable, confident and self-assured.
- ★ Children learn to be strong and independent through positive relationships.
- ★ Children learn and develop well in enabling environments.
- ★ Children develop and learn in different ways and at different rates.

These principles aim to foster children who are;

- ★ Strong - understanding who they are, developing a sense of self assurance and learning to belong.
- ★ Skilful Communicators - learning to talk as well as listen.
- ★ Competent Learners - developing creativity and imagination.
- ★ Healthy - keeping mind, body and spirit happy and healthy.

Within the foundations of the EYFS structure, there are seven areas of learning, three prime areas and four specific areas. New changes to the curriculum have enabled a more child driven approach, where their interests and ideas are prioritised so that your child can develop holistically, their skills and talents can be explored and learning they find challenging can be supported. Teaching changes weekly depending on what stages of development the children are at and learning topics are mostly led by the children's interests.

***Best Wishes from,***

***Miss Lee and Mrs Leedham***



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<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>	<u>Literacy</u>
<p>PSED skills are taught and learnt daily. As part of our wellbeing curriculum, we are reading the book 'Here we are' by Oliver Jeffers. We will be thinking about and discussing how to look after things like our planet, classroom, our bodies and how to show respect towards other people.</p> <p>To support confidence with daily routines and transitions, we will continue to use our whole class visual timetable and now and next board.</p> <p>Weekly role play sessions are taught to promote positive behaviour and making good choices. We are learning how to share, take turns, be kind and identify our emotions so that we can express ourselves with confidence.</p>	<p>We are currently developing our communication skills so that we can express our point of view and use talk to organise ourselves during play. We are learning to articulate our thoughts and ideas in full sentences and to ask questions if we get confused.</p> <p>We will continue to use our class puppet theatre to re-tell familiar stories such as 'The Very Hungry Caterpillar' and 'Jack and the Beanstalk'.</p> <p>We will be learning lots of new vocabulary around our animal topic. Some of the new words we will be learning are – <i>Habitat, hibernate, nocturnal, carnivore, omnivore and herbivore.</i></p>	<p>Fine motor skills like pencil grip are constantly supported through activities in the classroom like threading, playdough and using tweezers. All children now have a handwriting book and will be practising letter formation weekly.</p> <p>Cutlery skills are being heavily modelled now so that children know how to use their knife and fork correctly. For some children, we are beginning to encourage them to cut their own food up.</p> <p>In PE, we will be learning how to attack and defend. We will be learning how to change speed, dodge and trick each other. We will be playing games like stuck in the mud, toilet tag and British bulldog to learn some of these skills.</p>	<p>Literacy is taught daily to promote reading, writing and comprehension skills. The books we are focusing on this term are- <i>Here we are, I wanna Iguana, Jack and the Beanstalk, Little Red Riding Hood, Sleeping Beauty and Hansel and Gretel.</i></p> <p>As part of our 'Write Stuff' unit, we will be reading 'I wanna Iguana' and learning how to write a persuasive letter to convince our parents to allow us to get our favourite pet.</p>



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### Expressive Arts and Design

Children are always encouraged to explore materials freely, to develop their ideas about how to use them and what to make. This term we will be learning how to mix primary colours to make secondary colours. We will be looking at seasonal colours and observing how they change across the year.

We are adopting the enquiry curriculum this term and our big question is 'How do we care for pets?'. For our challenge at the end of this unit, we will be designing and creating our own pets and habitats.

Weekly music and dance sessions teach important skills such as rhythm, pitch, expression and confidence.

### Phonics



This term we will be learning the following digraphs: ar, oo (book, took), ow, ee, ur and ai.

Every half an hour phonics lesson provides the opportunity for the children to orally blend and segment, practice letter formation, pronunciation and reading.

High frequency words will continue to be practised, and the children will be tested weekly on their recognition of the words. Once the children can read the set, they will be given the next set to take home and continue practising.

Children should be able to read and write the following high frequency words, by the end of this term: *I, the, no, go, as.*

### Understanding the World

Our overarching topic for this term is caring for things. We will be learning how to care for the world in RE, care for ourselves in PSHE and caring for pets in enquiry.

Learning about pets will cover lots of different animals and we will also be comparing domestic animals to wild animals and their habitats. We will be learning about what different animals need to survive and what humans need to survive.

We will be looking at the Winter season and comparing it to Autumn. We will be learning about typical signs of winter weather and what clothes we should be wearing.

Our RE big question is- *What makes a place special?* We will be discussing school, earth and the ocean.

### Mathematics

Our maths topics are as follows:

Alive in 5- Recapping zero, finding, representing and subitising 0-5, 1 more and 1 less within 5 and composition of 5.

Mass and capacity- Comparing mass, finding a balance, exploring capacity and comparing capacity.

Growing 6,7,8- Finding and representing 6,7,8, 1 more and 1 less within 6,7,8, odds and evens and doubles.