

Year R Parent Planner - Spring 2022: Pure Imagination

If You Go Down to the Woods...

Possibilities

Which helps our children to build aspirations and become open-minded, inquisitive learners.

As open minded learners we will focus on making our own choices during child-initiated learning time.

Spirituality

Which helps our children develop an appreciation and respect of the intangible. (Truth, love, goodness, compassion.)

In our Spiritual and Moral development we will think about the importance of truth and honesty.

Community

Which helps our children to build an active understanding of their world.

As active members of the community we will be helping to ensure the school grounds are kept clean and free of litter.



AREAS OF LEARNING

Communication and Language

- ◆ Language for communication — responding to 'how' and 'why' questions appropriately
- ◆ Language for thinking— using language to imagine and create roles and experiences
- ◆ Continuing to develop increased attention skills.
- ◆ Beginning to use tenses correctly— past, present and future

Personal, Social and Emotional development

- ◆ Developing belief in self and willingness to 'give things a go'
- ◆ Developing self-confidence and independence
- ◆ Becoming more confident communicating own needs and feelings
- ◆ Beginning to take steps to resolve conflicts without the support of an adult

Physical development

- ◆ PE: Dance (expressing themselves rhythmically in time to music)
- ◆ Forming all letters correctly using their dominant hand
- ◆ Challenging themselves on the climbing apparatus, demonstrating their understanding of safety

Mathematics

- ◆ Recognising and writing numbers to 10.
- ◆ Exploring mass and capacity
- ◆ Naming simple 2d and 3d shapes
- ◆ Identifying one more/less than any given number to 10/20
- ◆ Use language related to addition and subtraction

Literacy

- ◆ Daily phonics sessions
- ◆ Using sounds in order to write phonetically plausible attempts at words
- ◆ Blending words containing phase 2 and 3 sounds
- ◆ Writing labels and captions
- ◆ Adapting familiar stories with familiar patterns

Phonics and Handwriting

- ◆ Reading phase 3 tricky words independently— he, she, we, me, be, was, you, they, all, are, my, her
- ◆ Recognising phase 3 sounds— j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, ol, ear, air, ure, er
- ◆ Writing phase 2 tricky words correctly

Ways to help your child at home

- ◆ Reading and sharing stories together
- ◆ Practise letter formations, using the guides given on the home learning sheets
- ◆ Recognising phase 3 sounds and tricky words
- ◆ Planting some vegetables to grow
- ◆ Continuing to work through Maths Passports and Mathletics
- ◆ Spelling Shed to help with constructing simple words

The key questions we will investigate in RE are: How do people celebrate? What is Easter?

Why do Christians put a cross in an Easter garden?