

Parents' Guide to the Curriculum

Early Years

Spring 2 – 2021

Traditional tales and growth

Important dates:

All children return to school on 8th March 2021

Term ends on 1st April 2021

How Parents Can Help

Please support your children to achieve these objectives by exploring the same themes at home. Please support your child to read independently every day using books or Oxford Owl.

If learning remotely, make sure you access Google Classroom every day, register your child in and help them attend all live sessions and complete all the work that is set each day.

Encourage your child to write and make marks, for example using their sounds to label a picture they have drawn.



MATHEMATICS

I understand numbers to 10 and beyond!

- ❖ Counting up and down from 0 to 10
- ❖ Counting objects to 10 or beyond
- ❖ Counting things that cannot be touched, like sounds or actions (for example, 5 jumps)
- ❖ Reading and writing numbers 1-10
- ❖ Using numbers to add and subtract in practical activities and, if ready, recording



COMMUNICATION & LANGUAGE

I can listen and respond!

- ❖ Answering questions about familiar stories, beginning to retell stories in our own words
- ❖ Showing an understanding of prepositions
- ❖ Learning and using new words



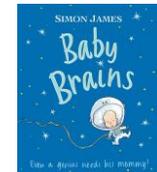
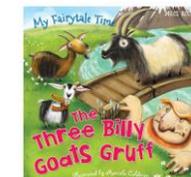
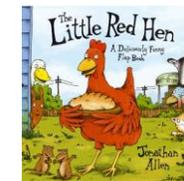
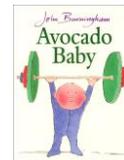
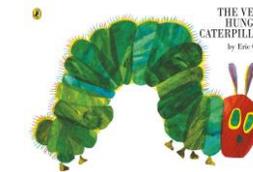
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

I can express myself!

- ❖ Through stories and practical activities, thinking about what we and others enjoy
- ❖ Expressing our preferences and opinions
- ❖ Respecting the fact that our friends may have different opinions or like different things

FOCUS STORIES

- ❖ The Very Hungry Caterpillar
- ❖ Avocado Baby
- ❖ The Gingerbread Man
- ❖ Little Red Hen
- ❖ Jack and the Beanstalk
- ❖ The Three Billy Goat Gruff
- ❖ The Tiny Seed
- ❖ Baby Brains



PHYSICAL DEVELOPMENT

I can write my name and form letters

- ❖ Using a tripod pencil grip ('pinchy fingers')
- ❖ Tracing or writing our names
- ❖ Creating or completing an obstacle course
- ❖ Following a physical sequence (e.g. clap, stomp, stomp, clap)
- ❖ Forming most letters correctly (if ready)



LITERACY

I can blend sounds I hear together

I can learn about the sounds that letters make

- ❖ Blending together sounds I hear (for example, standing up when I hear the instruction s-t-a-n-d in a game)
- ❖ Spotting the first sound in a word, for example knowing that 'cat' starts with 'c'
- ❖ Linking letters to sounds
- ❖ Blending letter sounds together to read independently
- ❖ Breaking words up into sounds and writing them down with the correct letters
- ❖ Learning about diagraphs (two letters that make one sound together, like 'sh' or 'ee')