

# Rosedale Primary School

## Reception

**Mrs Baker**

**Mrs Theaker**

**Mrs Cragg and Mrs Duffield Miss Cesnaite**

The following information has been provided by the class teacher. It provides an outline of the content of this term's Curriculum.

## Children

- Read at home every day and get an adult to listen to you at least three times a week – make sure this is logged on Learning With Parents.
- Listen to the feedback from your teacher and work on trying to make the improvements they suggest.
- Follow the school code of learning.

## Parents

- Ensure your child attends school every day. • Listen to your child read at least three times a week and record this on Learning With Parents to confirm they have done so.
- Share your child's library book with them every night at bedtime.
- Make sure that your child comes to school in their **P.E. kit every Wednesday.**
- Provide your child with a **bottle of water**, not juice, for the day, clearly labelled with their name on. Your child needs this in school every day.
- Ensure that your child's clothing has their name on.
- Ask your child about their day at school, encourage them to talk about what they have been learning about each day.
- Encourage positive behaviour at school.

## Communication

Please inform school before 9am of your child's absence. A team of staff are available daily on your child's door to take messages to be passed on. Appointments to see your class teacher can be arranged by the school office (if required outside of parents evening).

**Mrs Baker: EYFS Phase leader**

**Ms Adams : Key Stage 1 Phase Leader/ Vice Principal**

**Miss Hewitt Mrs Sahota: Key Stage 2 Phase Leaders**

**Mrs Bewick: Pastoral Manager/Designated**

Safeguarding Lead Appointments with Mrs Denovan (Head of School) or Ms Adams (Vice Principal) can be made by the school office.

## General information

**School Day:**

- 🕒 The classroom door opens at 8:40 and closes at 8:50.
- 🕒 Home time is at 3:10. Please collect your child at 3.10pm from the classroom door.

**PE: Wednesdays**-Please send your child to school in their P.E. kit every **Wednesday**. Please check our school website for the correct P.E. kit.

### Important Dates

- 🌟 9rd-15th February Children's Mental Health Week
- 🌟 10th February E- safety day
- 🌟 13th February **Trust INSET day school closed to pupils**
- 🌟 23rd-27th February Careers Week
- 🌟 5th March World Book Day
- 🌟 9th-13th March Science Week
- 🌟 18th March EYFS Learning showcase
- 🌟 21st March Red Nose Day-Non uniform day
- 🌟 26th March EYFS Spring Welly Walk



## Prime Areas of Learning and Development

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## Specific Areas of Learning and Development

<p><b><u>Literacy</u></b></p> <p>Children will learn to:</p> <p>Use their phonic knowledge of taught GPC's and/or tricky words to -</p> <p>Write words and sentences linked to different job roles that they have learned about.</p> <p>Write simple sentences based on quality texts with adult support and modelling.</p> <p>Create story maps and label them.</p> <p><b><u>Mathematics</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li><li>• begin to identify missing parts for numbers within 5</li><li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li><li>• focus on equal and unequal groups when comparing numbers Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</li><li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li><li>• sort odd and even numbers according to their 'shape'</li><li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li><li>• order numbers and play track games</li><li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li><li>• Create and follow patterns and be able to spot the rule.</li><li>• orally count to 20</li><li>• Children can use units when measuring and comparing (weight, length capacity).</li><li>• Children can use simple mathematical language when measuring and discussing.</li><li>• Children can describe the properties of shape using the correct mathematical language.</li></ul> <p><b><u>Understanding the World (UW)</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"><li>• identify people who help us &amp; their role in society.</li><li>• understand the need for rules in different contexts</li><li>• About familiar situations in the past (school, washing etc)</li><li>• Children will learn about a Key Figure from the past-Florence Nightingale and will learn how her work as a nurse differs to that of nurses now. Children will learn that hospitals in the past are different to those now. That the equipment nurses, doctors and surgeons are different from the past to now.</li><li>• Children will be taught about the birthplace of Florence Nightingale and how she visited different parts of the world-looking at these on a globe.</li></ul> <p><b><u>Expressive Arts and Design (EAD)</u></b></p> <p>Children will learn to:</p> <p>Use paint and pen to create observational drawings-People who help us</p> <p>Construct and evaluate their designs-emergency vehicle</p> <p>Plan, carry out and evaluate and change where necessary To identify and select resources and tools to achieve a particular outcome. Share their creation and say what they have made. Move to music. Explore and engage in music making. Have an understanding of a beat</p>	<div>▼</div>
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