

Seashells Class



Curriculum Information

Spring Term 2025

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.



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As Readers we will be learning the story 'Lost and Found' by Oliver Jeffers. We will be learning to sequence events and express our own ideas about the different circumstances and situations in the text. We will be referring to the text to draw our own story maps, write for purposes in a variety of styles and retell the story and write our own version of the story. In Spring 2 we will look at non-fiction texts- the styles and structural features of these texts and using non-fiction texts, research facts about animals and people that live in these polar habitats and environments to write our own facts and statements.

In our phonics work Reception children will continue learning the initial sounds and beginning to blend simple CVC words using these sounds, e.g.: words like s-a-t. They will also be beginning to segment the words into their individual sounds to help them spell these words as they develop their phonic knowledge. Year 1s are continuing to learn our phonics sounds from set 2 and 3 and using our phonic knowledge to become increasingly accurate readers. They will continue to bring home their phonic reading books to share with you.

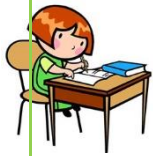
Key vocabulary: Once upon a time, one day, suddenly, luckily, finally, first, then, next, after that, end.

As Writers we will continue to practise forming our lower-case and upper case-capital letters correctly, when writing our names, the personal pronoun I, places and observe the use of upper-case letters in our writing. We will think about our handwriting and the presentation of our work. Reception children will use sounds they have learnt during phonics to begin to write phonetically. Years 1 and 2 will continue to spell words by identifying the phonemes in them and begin to apply this phonic knowledge to their writing (grapheme). We will use word banks to help spell the high frequency words- red words that we can't use our phonics to spell. We will continue to consolidate the structures of sentences- the use of capital letters, full stops, and spaces between words and the composition of sentences making sure that their sentences make sense when they say and when they write this sentence down. They will begin to explore the use of different punctuation marks in the text – question marks, exclamation marks and speech marks. The use of conjunctions (joining words) such as 'and, because, but'. Year 1 children will also expand sentences using adjectives (describing words). Year 2 will look at verbs (action words) and adverbs- (how the verbs are done), tenses (past and present).

Key vocabulary: sentence, capital letter, full stop, sentence, lower/ upper case, letters, adjective, nouns (naming words), verbs, adverbs, conjunctions, tenses, punctuation marks.

As Mathematicians we will explore different areas of maths skills, the properties of 2D and 3D shape, measures- length and height, we will be consolidating their previous work on number- number order, place value and their number bonds including doubles and near doubles(addition) to 10 - year 1 and year 2 using these number bonds to 10 to begin to solve number bonds to 20. We will move onto subtraction and relate it to their knowledge and understanding of addition and then begin counting in number patterns of 2, 5s, 10s and link this to multiplication. We will then learn about money where we can consolidate, addition, subtraction, and multiplication. Reception will be working with numbers within 10, and to think about how they can record these numbers, they will also be exploring both 2D and 3D shape, looking at and creating patterns and learning about measures- length and height.

Key vocabulary: greater, less, difference, count on, count back, add, take away, multiply, lots of, array, group, repeated addition, number bonds, number patterns, part, whole, group, number problem, 2D and 3D shape names, coins, pound, pence, longer, taller, shorter standard unit, centimetres.



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As Scientists we will continue to explore the seasons and notice the changes as we go through winter into spring. We will look at how our wildlife adapts to the different seasons. We will explore weather patterns. We will also be looking at different materials and their purpose.

Key vocabulary: seasons, Winter, weather, materials-plastic, metal, wood, glass, a variety fabrics and describe their properties e.g. stretchy/stiff, rough/ smooth, transparent/ opaque, bendy/ not bendy, absorbent/ not absorbent, waterproof/ not waterproof and explore their suitability for different uses and how these properties can be changed

As Historians we will be learning about explorers who have explored the North and South Poles. We will compare how exploring the Poles has changed over the years by looking at early Poles explorers like Ernest Shackleton, Robert Scott and Edmund Hillary We will compare these explorers to modern day explorers- like Ann Bancroft and Felicity Aston. We will be researching what it takes to be an explorer, what explorers need to carry with them on their journeys, how they get there. We will reflect why people are curious about exploring the Poles, the challenges they faced and the impact their journey to the Poles has had. We will put these explorers in chronological order on a timeline and think about if it was harder to be an explorer in the past or today.



Key vocabulary: Explorer, North Pole, South Pole, Arctic, Antarctica, research, expedition, journey, past, present, chronological order, timeline, today, yesterday, tomorrow, a long time ago, famous, event, changes, modern, significant, special.



As Artists we will be thinking about how different colours make us feel- we will look at the colours that make us feel warm and cold and investigate how we can change the shades and colours of these and apply them to our art. We will be looking at weather in art and exploring how artists use cold or warm colour to show different weather conditions. We will experiment with different shades of warm and cool colours to create artwork that gives the effect of either very hot or very cold weather. We will make some observational drawings of winter trees using pencil and try printing these bare trees, We will look at Inukshuk stone sculptures and have a go at making our own. We will use a range of materials creatively to design and make products relating to our cold Polar environments to put in our role play area.

Key Vocabulary: Colour mixing, tone, sketch, print, sculpture, shades

As Learners we will be encouraging the children to think about their own feelings and the feelings of others. We will think about how we are respectful to others. We will think about our celebrations and how we celebrate them and compare the differences and similarities between celebrations in other cultures and religions.

Key vocabulary: feelings, respect, others, celebrations, similar, same, different



As Athletes in years 1 & 2 we will be using lots of different P.E skills to take part in sports such as netball, basketball, gymnastics, dance, cross country, circuit training and of course they will take part in the ocean tournaments.

Key vocabulary:

Netball - chest pass, bounce pass, shoulder pass, foot work, direction, throw, catch walk, run, space, control, fast, slow,

Basketball - pass, dribbling, basket, double dribble, pat, bounce, control, fast, slow,

Gymnastic – balance, jump, tuck, travel, floor, roll, position, stretch, climb, shape, repeat, land, level, pathway, level

Circuit training - exercise, stations, warm up, cool down, body parts, direction, travel, still, control, accommodation, demonstrate, movement, shoot, score, co-operation

As Athletes in reception, we will continue to work on are P.E skills of throwing, catching, kicking, balancing, dodging, hitting and movement while putting these skills into good use in game form. The sports reception will start to look at are football, gymnastics, dance and netball.

Key vocabulary: Throw, catch, kick, dribble, travel, balance, shape, movement, body parts, space, direction, coordination



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As Technicians we will develop our understanding of a range of paint tools used for digital painting. We will learn how to choose the appropriate lines, shapes, colours and tools and change these according to their needs e.g. colour and brush size needed to create their own digital paintings while recreating the work of artists, like Kandinsky. We will be able to compare the differences between art on a computer to art on paper and say what they prefer.

Key vocabulary: paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, computers, save

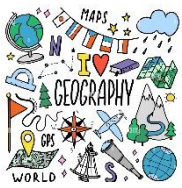
As Musicians we will be learning sing and understand different styles of music, reggae, hip hop, pop, blues, Latin, Irish Folk, funk and baroque. We will be able to move in time to the different styles of music. We will use these styles to explore tempo, pulse, rhythm, and pitch. We will learn how to warm our bodies up for singing, thinking about our posture, breathing and pitch. We will explore long and short sounds in rhythms, using body percussion. We will be able to listen and repeat these rhythms as well as short melodies in call and response style. We will introduce dynamics to vary the expressive impact of our performance. We will think about how the music makes us feel.

Key vocabulary: pulse, rhythm, pitch, tempo, dynamics, melody, unison, musical instrument names, perform, improvise, sing, rap.



As Geographers we will be learning about where the UK is within the world and learn about and locate the continents that make up the world and the oceans that surround them. We will learn about the Equator, Tropic of Capricorn and Cancer and find out what the weather is like there and look at where the Polar regions are in the world and why they are the coldest places on earth. We will look at the weather patterns, habitats, and the environment. We will investigate how people and animals have adapted to live in these cold places. We will be using globes and atlases and world maps to locate where they are in the world and look at compass directions. We will look at similarities and differences between the North and South poles.

Key vocabulary: atlas, globe, world maps, weather, compass, north, south, east west, continent, ocean, world, human and physical features, ice, snow, Polar regions.



As Theologians we will continue to respect others' beliefs and talk about our own views and discussing the big question "How does celebration bring us together?" We will be looking at Christian celebrations such as Mother's Day, Shrove Tuesday, Candlemas and Easter as well as looking at celebrations in other faiths, such as Ramadan, Holi and Passover.

Key vocabulary: Celebration, faith, Christian, belief, view, Big Question



As Designers we will be exploring free standing framed structures thinking about what makes them stable/ unstable and by thinking about the shapes used. Are there certain shapes that are stronger than others? We will think about the materials chosen for a particular purpose to create our own sledge/ igloo. We will research different joining and cutting techniques that will change the shape and strength of materials depending on their purpose and the quality of the finished structure. The children will plan, design, make, and evaluate their structures thinking about what was successful and what wasn't and as a class think about how they could improve them if they made them again. We will use construction resources in our classroom and junk modelling to create free standing structures.

Key vocabulary: construct, model, base, stability, test, materials, stable, unstable, frame, shape join, strength, stronger, stiffer, cut, shape join, tools, design criteria



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Home Learning Expectations

- ❖ Reading/sharing a story at least 4 times a week
- ❖ Weekly maths skills challenges or maths snack time
- ❖ Half termly topic related tasks

What can you do at home to support your child's learning?

<p><u>I can be a regular reader.</u></p> <p>Make reading part of your bedtime routine, if it is not already – Sharing a book with your child is valuable experience. This opens their eyes to new vocabulary, to words that they can't read yet but from using the context they may be able to decipher the meaning and suggest alternative words that could be used. They hear you read with expression including the ways in which delivery is affected by the use of punctuation marks. They will hear how to read fluently. Ask them questions about the book and encourage them to use clues- text and pictures in their answers. Share a variety of books fiction and non-fiction, magazines, newspapers, and any text that we read in our everyday lives.</p>	<p><u>I can be a wonderful writer.</u></p> <p>Find opportunities to write for a purpose in our everyday lives- shopping lists, birthday cards, notes to remind ourselves of things we need to do, involve them in filling out forms modelling why writing is an essential skill. Encourage your child to hear the sounds in words and encourage them to use their phonic knowledge to write them down, model to them how to spell the word talking to them why we have used a certain spelling of a phoneme, the correct tense and how to spell with the appropriate ending or how we can find out how to spell the words needed and if possible refer back to their prior learning in phonics so they can link what they read to their writing.</p>	<p><u>I can be a mathematician.</u></p> <p>Make maths meaningful- think about when we use maths in everyday situations- cooking, shopping, the time we need to do certain things, the use of numbers in our surroundings, count your steps as you walk, count objects around you. Give them problems to solve encourage them to use their previous skills to help solve these problems or ask them how they could solve it in a practical way, encourage them to use their mathematical vocabulary to explain how they reached their answer.</p>
<p><u>I can be a scientist.</u></p> <p>Look at the different types of materials your clothes are made of. What sort of material is your coat made of? What material are your boots made of? Why do you think these materials have been used? What other</p>	<p><u>I can be an athlete.</u></p> <p>Have a go at throwing and catching a ball or bean bag with your grown up. Remember to try an over arm and an under-arm throw!</p>	<p><u>I can be a nature spotter.</u></p> <p>When out and about look at the signs winter and as we move into Spring observe the changes. What is happening to the environment around us-the trees and the plants? How has the weather changed? What about</p>

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<p>materials have been used in your surrounding environment, why was that material used could another material be used instead for the same purpose. Can the property of this material be changed? Will it return to the same state?</p>		<p>the animals- what are they doing? Do we need to do anything to help our wildlife in winter as we move into spring?</p>
<p><u>I can be a word detective.</u></p> <p>Look at writing in your surrounding environment. What is it being used for? Can you use your phonic knowledge to help you read it? Can you see any red words that you are learning in your RWI phonic sessions?</p>	<p><u>I can be safe online.</u></p> <p>Discuss with a family member how to stay safe online. Create a poster about how we can stay safe online.</p>	<p><u>I can be a musician.</u></p> <p>Listen to some music- it can be a song or just with instruments playing. Can you sing along to the song (pitch). Can you find beat? (pulse) Is it fast? Is it slow? (tempo). How does the music make you feel? What type of music do you like to listen to?</p>

Please do ask if you have any questions about the home learning. Although we have stated the times above, these are only for guidance and we all understand that some weeks you might have lots to fit in.



This overview is intended to give you a flavour of what we will be studying this term. If you recognise any of this 'good learning' at home, please feel free to write it on a post it note and send it into school so that we can add it to your child's learning. This will help us to recognise the next steps in learning that your child needs to take.

Any questions about this overview, please let us know via Class Dojo.