



Termly Curriculum Information

Term 3: 9th April – 22nd June, 2018

In EYFS we follow the Development Matters Curriculum. Your children will learn a range of skills across the 7 areas of learning which will equip them to be successful in all areas of their development. To read more about what your children will learn throughout our EYFS Phase, please refer to the Development Matters guide below.

<https://www.early-education.org.uk/development-matters>

Literacy

Teddies

In Teddies, children will begin to learn Phase 2 phonics through games and songs. The children will be using some of the T4W actions when listening to and telling their own stories. The children will be communicating in English using simple sentences when talking to others.

Nursery

In Nursery, children will be doing lots of blending and segmenting activities to help them learn to put sounds together to read and separate them to begin to write. They will use T4W as they tell their own stories. Children will be able to communicate in English using more complex sentences.

Reception

In Reception the children are reading and writing with greater ease. It now extends into their play. The T4W strategies continue to develop their vocabulary, understanding of story structures and ability to apply this when reading, writing and playing.

Mathematics

Teddies

Children take part in many maths activities each day; they continue to count and numbers will be used in their play. Weight, capacity and size will be revisited and the children will be able to tell you 1 more and 1 less. They will think about time and the use of positional language.

Nursery

Children will gain a deeper understanding of maths by learning number names and recognising numerals, initially to 10. They will use the language of capacity and be ordering objects by length and weight. The children will be solving real life problems using their knowledge of addition and subtraction.

Reception



Children have a sound knowledge of numbers to 20 and beyond. Children continue to further develop their mathematical vocabulary in order to describe numbers, groups and shapes. They will use everyday language to talk about size, weight, capacity, position, distance, time and money to solve every day problems. They will be able to solve problems, including doubling, halving and sharing.

Themes

We continue with what the children are interested in and the learning that takes place in class is as a result of your children's interests. This term we celebrate colour days and some themed phonic events. We will talk the changes in the weather and summer holidays and moving up into their new classes.

Characteristics of Effective Learning

At BSB, we want to teach your children the skills they need to successfully manoeuvre all of the challenges they face, both as a 4 year old child and as an adult. The best way to do this is to teach them skills which they can apply to a range of situations and we ensure they can do this by supporting them in applying them to the real-life scenarios we set up within our learning environment. The Characteristics of Effective Learning include:

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

By teaching your children these characteristics and helping each child to embed these characteristics within themselves, we create lifelong learners with the ability to excel in life.

Children will also be taking part in lots of activities about growing up and moving on in preparation for transitioning into the next year group.



Music

Teddies

<p>My Music</p> <p>After listening to many songs such by others, children are encouraged to invent their own musical sounds through exploring their voice, body, pitched musical instruments and found objects. They will become aware of sound sources and how they can start and stop them. Students should now have had more control over their movements while playing a musical instrument.</p>	<ul style="list-style-type: none"> • Listen to songs and respond to correct timing and body parts. • Feeling the beat while perform gross motor movements such as clapping, waving, stamping feet, shaking hips and jumping. • Improvise actions to songs that they sing. • Experience the form in music as they alternative different movements in different parts of a song.
<p>Singing Along</p> <p>More Songs related to everyday life such as garden bugs, animals and weather will be introduced. They begin to sing along and perform simple dance steps or actions to the beat. Children make sounds more spontaneously while singing these familiar songs. Children also become more proactive in experimenting with their own voice.</p>	<ul style="list-style-type: none"> • Listen to timbre of different voices. • Identity speaking and speaking voice • Singing as a whole class. • Sing along to simple melodies with a few words.

Nursery

<p>Musical Instruments</p> <p>Children make or control sound intentionally with small musical instruments such as bells and egg shakers, sticks, chime bars and hand bells. They improvise sounds using their voice, body percussion found objects and classroom instruments.</p>	<ul style="list-style-type: none"> • Voice training, tone matching. • Improvise with words and actions. • Circle dance and games. • Moving to the beat. • Timing moment.
<p>Playing along</p> <p>Children will accompany familiar songs with small musical instruments including bells, egg shakers, rhythmic sticks, drums, guiros and castanets.</p>	<ul style="list-style-type: none"> • Listening to rhythm and tap along • Moving to the beat. • Playing percussion instruments. • Experience a variety of music including jazz music.



Reception

<p>Pitched Instruments</p> <p>Children make simple pitch patterns in sound intentionally through repetition or regularity. Children will play short sections of familiar songs through on pitched chime bars and other percussion instruments.</p>	<ul style="list-style-type: none">• Taps out simple repeated rhythms• Explores and learn how sounds can be changed• Explores the different sounds of pitched and unpitched instruments.• Use different percussion instruments for each rhythmic ostinato.• Create ostinato for familiar songs.
<p>Mastering Songs</p> <p>By the end of this unit, children would have been able to sing together or alone, synchronize their movements to the beat through movement and instruments. They would have been able to sing some songs independently and perform them confidently. A repertoire of songs will emerge.</p>	<ul style="list-style-type: none">• Ask students to use different kind of voice to sing different parts of the song.• Joining in with dancing and ring games.• Imitates movement in response to music.• Review songs from the beginning of the school year to build a repertoire of songs and dance.