



Termly Curriculum Information

**Term 2: 8<sup>th</sup> January – 30<sup>th</sup> March, 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 continue to listen to the sounds in their environment, sing a greater repertoire of songs, begin to have their favourite stories and start to use the T4W actions when listening to stories. They will continue to listen and develop their communication skills by talking with others and copying repeated refrains from stories.

#### Nursery

In Nursery as they learn more sounds they will begin to blend these sounds together as they begin to play with sounds and words and develop a deeper understanding of texts and its meaning. The children will begin to write using their phonic knowledge. They will continue to build on their T4W skills.

#### Reception

In Reception the children are using their phonics to read and write simple sentences. They still continue to write their weekly recounts of their weekend news with greater independence. The T4W is becoming part of everyday storytelling and the children use this skill to write their own recounts of stories.

### Mathematics

#### Teddies

Children take part in many maths activities each day; they are now counting confidently to 10. They will begin to sort objects choosing the categories that they want to put them into. They will begin to start adding small groups of objects together and tell you how many altogether. The children will be using language of capacity and weight.

#### Nursery

Children will continue to gain a deeper understanding of maths by learning number names and recognising numerals, to 10 and beyond. They will be introduced to money and use it in their play. They will talk about 2D shapes and their properties and recognise them in their environment. The children will be making patterns and using positional language.



## **Reception**

Children continue to consolidate their knowledge of numbers to 20 and beyond through rote counting and recognition of numerals. They further their understanding of mathematical concepts including addition and subtraction and are able to record their answers. They estimate the quantity of objects in a group and use the language more and fewer to describe the number of objects in a set. They talk about the properties of 2D and 3D shapes and find them in their environment.

## **Themes**

We follow 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 about Chinese New year, and start to notice as the weather becomes warmer and how the plants are coming back alive.

## **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.



## Music

### Teddies

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| <p><b>Making sounds together</b></p> <p>Children will begin to relate to each other through sound making. Stories will be told to facilitate sound making activities.</p> | <ul style="list-style-type: none"><li>• Listen to different timbres of voice qualities.</li><li>• Listen to call and response.</li><li>• Listen to music and feel the beat.</li><li>• Listen to music and walk around.</li><li>• Use voice in different ways: imitate voices and create animal sounds.</li><li>• Listen and respond to correct timing and body parts.</li><li>• Experience loud and soft.</li></ul> |
| <p><b>Move Along With Me</b></p> <p>Children will relate to each other through movement activities using scarves, ribbons, parachutes and ropes.</p>                      | <ul style="list-style-type: none"><li>• Listen to the music and do the motor movements.</li><li>• Do swinging movements on the beat.</li><li>• Start and stop (e.g. walking, clapping).</li><li>• Identify dynamics.</li><li>• Move to the beat with vocal response.</li><li>• March around slowly.</li></ul>   |

### Nursery

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| <p><b>Singing Along</b></p> <p>Children will show more awareness of sounds through singing together.</p>                      | <ul style="list-style-type: none"><li>• Sing songs and clap on the beat.</li><li>• Use the voice in different ways: speaking and imitating different sounds.</li><li>• Use high and low voices.</li><li>• Explore dynamics: experience soft and loud.</li><li>• Improvise actions and move to the beat.</li><li>• Listen in call and response.</li></ul>   |
| <p><b>Tempo</b></p> <p>Children will interact with each other using fast and slow activities such as driving and sailing.</p> | <ul style="list-style-type: none"><li>• Explore and identify changes between slow and fast tempo.</li><li>• Experience loud and soft.</li><li>• Experience steady beat: move on the beat.</li><li>• Walk together while singing the song.</li><li>• Explore repetition in music and actions.</li><li>• Experience the beat and rhythmic improvisation.</li><li>• Experience call and response in different tempos.</li><li>• Experience action and rest.</li></ul> |

### Reception



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| <p><b>Sing in Tune</b></p> <p>Through authentic children's songs, games and chants, singing skills will start to emerge.</p> | <ul style="list-style-type: none"><li>• Sing in varied dynamics.</li><li>• Sing songs and clap on the beat.</li><li>• Use various voices to express ideas in a story.</li><li>• Sing question and answer.</li><li>• Sing solo and in groups.</li><li>• Move to the beat.</li><li>• Explore and learn how sounds can be changed.</li><li>• Begin to learn solfege.</li></ul> |
| <p><b>Folk Dances</b></p> <p>Norwegian, Irish and German and Chinese folk dances will be introduced.</p>                     | <ul style="list-style-type: none"><li>• Step to the beat.</li><li>• Clap and walk in different rhythms.</li><li>• Learn basic walks of some dances.</li><li>• Move on the beat with vocal response.</li><li>• Continue to learn solfege.</li><li>• Sing songs and create movements to accompany the music.</li></ul>  |