Tenby International School
Curriculum Handbook

Reception
2013 – 2014
Welcome to Reception. This Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Early Years’ Team
Routines and Expectations
The School Day:

08:30hrs
Registration and 1\textsuperscript{st} session begins with English/Mathematics activities and includes outdoor activities. Please help your child to arrive in time for registration. Parents should encourage their child to unpack their own belongings from their bag and bring them into the classroom. This is to encourage independence and ensure your child is aware of what s/he needs to bring into the class.

09:20hrs – 09:50hrs
Break time & Outdoor Play

09:50hrs – 11:35hrs
2\textsuperscript{nd} session begins with English/Mathematics activities based to include outdoor activities.

11:35hrs – 12:10hrs
Lunch time & Outdoor Play

12:10hrs – 13:15hrs
The afternoon session begins which is usually IPC-based to include Creative Development, Knowledge and Understanding of the World, Physical Development

13:15hrs
Home time (Parents to pick up children at the gate)

Please refer to your child’s timetable which will be displayed on the classroom window for parents to view. Parents will be notified via the Student Planner of any changes to the timetable, such as PE or swimming.

Children with Older Siblings
For children who have older siblings who start earlier at 07:40hrs (Years 3 – 6) or 08:00hrs (Years 1 & 2) and finish later at 14:30hrs or 14:20hrs, there will be supervision provided by their class teacher. Children will be supervised from 07:40hrs in the morning, and after school from 13:15hrs until 14:30hrs. Please arrive promptly to pick up your children*.

*Please note that for the first few weeks, dismissal time for Nursery children will be at 12:15hrs. Please be prompt when picking up children.

Sometimes your child may be a little bit shy/nervous to enter the classroom on their own or separate from their parents when dropping off children. Please do not worry; this is the norm for some children of this age and something they learn to get used to. The sooner your child gets used to it, the better. Therefore, should your child cry
because they do not want to separate from parents, it is easier for you to drop them and leave straight away without hanging around, adding to the child’s anxiety. Normally, children forget about their anxieties within 10 minutes. The class teacher will contact the parent should there be any problems. As the children become more confident during the year, parents are encouraged to drop off their child at the gate, where there will be a teacher or assistant teacher to supervise that they walk into class safely.

**Specialist Classes**
All class teachers are responsible for teaching all subjects to the children, including PE, Art and Design, ICT and Music but will have specialist teachers for the following:

- Swimming
- Library

On a PE day children are required to come to school in their PE kit and bring their school uniform with them in a bag. They will then change into their school uniform after their PE lesson unless noted otherwise. Please encourage your child to learn how to dress/undress themselves at home.

On a swimming day children are required to come to school in their school uniform and bring their swimming kit to school in a separate bag. They will then change into their swimwear at the allocated time. The teacher will notify parents about what to bring on a swimming day.

**Student Planner**
The Student Planner is used for communicating messages (both ways from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. The planner is checked every day by the class teachers. It is essential to check the planner every day for messages. If you have an urgent message for the teacher, please leave the planner open. Usually the class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner *every day* for school.

Should you want to see the teacher personally at any time, parents should do so by booking an appointment via the Student Planner.

**Recording Reading**
In the student planner there is a section called ‘Description of Work’ for every day of the week. This is for children, parents or teachers to fill in. This record will help both teachers and parents to monitor reading progress.
How can you help and support your child with reading?
Set aside a regular time and a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children that are exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books is read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage children to read a variety of things around the home and when out and about (magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

Reading the book together
Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:

- “What do they think the book is about?”
- “What is the title of the book?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:

- Point out ‘key words’ in advance and discuss them
- The illustrations are an important part of gaining meaning so encourage your child to look at the pictures

What can I do when my child gets stuck?
Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:

- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:

- Does it make any sense?
- Does it sound right?
- Does it look right?
How do I know if my child understands what s/he has read?
Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.
- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”
You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

Reading with fluent readers
There is more to reading than being able to say the words on the page. If your child is reading text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark for example as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?
School Essentials
Every day your child needs to bring into class their planner and their water bottle which should be labelled with their name and class. Your child should also bring their school hat (also labelled with their name and class) in the correct colour of their house at the beginning of the week. The hat is usually kept in school during the week and returned home on a Friday for parents to wash and bring back to school the following Monday.

In Reception, your child will be issued with a word reading file containing the words for the sounds they learn each week in school. Please help your child to practise reading and writing the words at home. For children who can read the words confidently, they should be encouraged to write sentences for five (5) of the words they choose. Please ensure your child brings their word file at the beginning of the school week, for the teacher to read the words with them and assess them. The word file is returned home towards the end of the week where they will be issued with new words.

Reception children have the privilege of having library sessions. The class teacher will notify parents of the day they have their library session and it will also be on the
class timetable, displayed on the classroom window/door. All children should bring to school a Library Bag (available from the School Book Shop) labelled clearly with their name and class. During their library session, the children have the opportunity to choose their own book. They are books appropriate for the children’s age although some children will not be able to read them. Children will bring the book home to be read with the parent or the parent reads to their child. The child will then return their library book in their library bag in good time before their next library session. During their library session, they will also listen to a story read to them by the librarian.

Please make sure that all items of clothing, uniform, PE kit, swimming kit, water bottle, stationery are clearly labelled with your child’s name and class. Very often, during PE or Swimming, where they learn to dress/undress themselves, they will often misplace an item of clothing which can be very difficult to find if it is not clearly labelled with their name and class.

Please supply a spare set of clothing (preferably school uniform) in your child’s bag, including spare socks and underwear, should your child have any toilet accidents or spillages during their snack/lunch time.

It would be helpful if parents could make sure that their child can use the toilet on his/her own before they start Reception and that they are able to use toilet paper or learn how to wash themselves appropriately after using the toilet. Please make sure too that your child knows how to wash his/her hands after a visit to the toilet. Children are encouraged to wash their hands regularly throughout the day.

Rewards
In Reception, children are acknowledged and rewarded in many different ways:

- Praise
- Verbal feedback
- Stickers
- Star of the week certificates
- Sunshines (5 sunshines = 1 merit)
- Merits
- Bronze, Silver and Gold Merit certificates for the number of merits collected signed and awarded by the Principal.

Other ways to help
Every half term, your child will be learning about a new IPC topic. Please keep yourself updated about what your child will be learning in this topic via the Reception Curriculum Handbook on the school’s website so you can help support your child’s learning any way you choose to at home.
Help your child to develop their language skills and their imagination by reading stories together, talking about the pictures, the characters, sequencing events in the story, talking about what they liked and disliked in the story.

Please help children to problem solve and apply strategies taught to ‘real life’ situations to help with their Mathematics.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Enjoy listening to and using spoken and written language and readily turn to it in play and learning
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Use language to imagine and recreate roles and experiences
- Speak clearly and audibly with confidence and control and show awareness of the listener
- Extend their vocabulary, exploring the meanings and sounds of new words

Listening and responding
- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Extend their vocabulary, exploring the meanings and sounds of new words

Group discussion and interaction
- Interact with others, negotiating plans and activities and taking turns in conversation
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Drama
Use language to imagine and recreate roles and experiences

Word recognition: decoding (reading) and encoding (spelling)
- Explore and experiment with sounds, words and texts
- Link sounds to letters, naming and sounding the letters of the alphabet
- Recognise letter shapes and say a sound for each
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly
- Hear and say sounds in words in the order in which they occur
- Read simple words by sounding out and blending the phonemes all through the word from left to right
- Children move from reading simple consonant–vowel–consonant (CVC) words such as ‘cat’ and ‘bus’ to longer CCVC words such as ‘clap’ and ‘stop’, and CVCC words such as ‘fast’ and ‘milk’
- Recognise common digraphs
- Read some high frequency words
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read a range of familiar and common words and simple sentences independently
- Read texts compatible with their phonic knowledge and skills
- Read and write one grapheme for each of the 44 phonemes

**Word structure and spelling**
Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

**Understanding and interpreting texts**
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Extend their vocabulary, exploring the meanings and sounds of new words
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Retell narratives in the correct sequence, drawing on the language patterns of stories

**Engaging with and responding to texts**
- Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Use language to imagine and recreate roles and experiences

**Creating and shaping texts**
Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

**Text structure and organisation**
Attempt writing for various purposes, using features of different forms such as lists, stories and instructions

**Sentence structure and punctuation**
Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation

**Presentation**
Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Use developing mathematical ideas and methods to solve practical problems
- Match sets of objects to numerals that represent the number of objects
- Sort objects, making choices and justifying decisions
- Talk about, recognise and recreate simple patterns
- Describe solutions to practical problems, drawing on experience, talking about their own ideas, methods and choices

Counting and understanding number
- Say and use number names in order in familiar contexts
- Know that numbers identify how many objects are in a set
- Count reliably up to 10 everyday objects
- Estimate how many objects they can see and check by counting
- Count aloud in ones, twos, fives or tens
- Use language such as ‘more’ or ‘less’ to compare two numbers
- Use ordinal numbers in different contexts
- Recognise numerals 1 to 9

Knowing and using number facts
- Observe number relationships and patterns in the environment and use these to derive facts
- Find one more or one less than a number from 1 to 10
- Select two groups of objects to make a given total of objects

Calculating
- Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting
- Count repeated groups of the same size
- Share objects into equal groups and count how many in each group

Understanding shape
- Use familiar objects and common shapes to create and recreate patterns and build models
- Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes
- Use everyday words to describe position
Measuring

- Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities
- Use everyday language related to time; order and sequence familiar events and measure short periods of time

Handling data

- Sort familiar objects to identify their similarities and differences
- Count how many objects share a particular property, presenting results using pictures, drawings or numerals
IPC Unit Study (Term 1A)
Over the next few weeks those of us in class RT/RE/RN/RB will begin a new topic called ‘Family and Friends’. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or ‘strands’ — these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways.

Independence and Interdependence
During these first few weeks the children will learn how to get along with each other and have opportunities to play alone, alongside and with other children. They will need to begin to take responsibility for their own belongings. They will learn about their own gender and the opposite gender and their own family background when the children help to set up the role play area as a ‘Home Corner’. The children will have opportunities to learn about playing an active part in school activities and caring for the immediate environment when we discuss how the school is like a family with people in the school who help and care about them. The children will have the chance to meet some of these people in their walk around school. The children will look into their family background and learn about diversity and respecting and interacting with people who are different from themselves when we discuss family members who live and don’t live in their household. The children will have the opportunity to talk about where they live and to look at this place on maps.

Communicating
We will learn simple rhymes and the children will listen to stories. The children will make simple pictures of themselves and of their families. They will see their own name-card all around the classroom. The children will be introduced to numbers and be involved in simple counting activities. The children will learn about using language skills in a variety of contexts when they bring in photographs of their families and talk about the members in their family and write their names. The children will learn about using mathematical symbols and concepts when they talk about who are the smallest and tallest in their family. They will use words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas when they make family pictures ordered by height. The children will enjoy using verbal communication to discuss where they were born and about younger siblings.

Exploring
Throughout this theme the children will be encouraged to take part in domestic role-play in the house area. This will give them the opportunity to learn about social relationships. They will use simple reference materials to learn about animal families
and have discussions about family pets. Children will learn about trying things out using exploration and curiosity as important and valued ways of learning in the water tray and sand when they use domestic play equipment to experiment with pouring and filling in order to develop their fine and gross motor control.

Healthy Living
The children will learn about expressing emotions and emotional need. Each day will bring opportunities for coping with change. We will begin this theme on xxxxdday by working together to set up our own family area in the home corner and then spending the rest of the time involved in ‘getting to know you’ activities. Children will learn about their own personal worth in Mathematics when they talk about the pattern of their day and sequencing events. They will also learn about their own personal worth when they talk about their family names.

Other areas:
Over the next few weeks children will revisit letter sounds learned in Nursery as well as blending sounds and segmenting words in reading and writing activities. Children will take part in guided reading group and individual reading activities. Children will have the opportunity to participate in comprehension activities based on books they read.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

Early Years Swimming and PE times:
Please note that the times for Reception swimming and PE have increased for all EY classes and will be run on a rotational basis. It is important that you refer to the table below for the swimming and PE dates and times for your child’s class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>RT Monday 09:50 – 11:00</th>
<th>RE Monday 09:50 – 11:00</th>
<th>RN Monday 09:50 – 11:00</th>
<th>RB Monday 09:50 – 11:00</th>
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</thead>
<tbody>
<tr>
<td>2nd September – 11th October</td>
<td>Swimming</td>
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<td>PE</td>
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<tr>
<td>21st October – 6th December</td>
<td>Swimming</td>
<td>Swimming</td>
<td>PE</td>
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<tr>
<td>6th January – 28th February</td>
<td>Swimming</td>
<td>Swimming</td>
<td>PE</td>
<td>PE</td>
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<tr>
<td>3rd March – 11th April</td>
<td>PE</td>
<td>PE</td>
<td>Swimming</td>
<td>Swimming</td>
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<tr>
<td>28th April – 13th June</td>
<td>PE</td>
<td>PE</td>
<td>Swimming</td>
<td>Swimming</td>
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<tr>
<td>16th June – 25th July</td>
<td>PE</td>
<td>PE</td>
<td>Swimming</td>
<td>Swimming</td>
</tr>
</tbody>
</table>
The first swimming class for RT and RE will be on Monday 9<sup>th</sup> September and Friday 6<sup>th</sup> September respectively.

The first PE class for RN and RB will be on Monday 9<sup>th</sup> September and Friday 6<sup>th</sup> September respectively. RN and RB will not have their first swimming class until the week beginning 3<sup>rd</sup> March 2014.

Swimming will be led by an external swimming coach and an assistant teacher will be present to help supervise by the poolside during lessons.

As the PE time is in the morning: Please note, children are required to come to school in their PE kit on the morning of PE and bring their school uniform with them in their bag so that they can change into their school uniform after their PE lesson.

For Swimming, children should come to school in their school uniform and not in their swimming costumes.

Below is a list of what your child will need to bring with them to take part in the swimming lessons:

- All students will require a navy blue bathing costume (must be one piece)
- Swimming shorts are NOT allowed
- Goggles made of unbreakable plastic or rubber
- Towel
- Swimming Caps are advised
- Plastic bag for wet items
- Flip Flops

Please ensure that all of these items are clearly labelled. Teachers will not be held responsible for any items that go missing. Also ensure that sun block is applied in the morning before they come to school and that a separate bag is used to put in wet clothes.

Children will only have a rinse after their swimming lesson. Teachers will not be responsible for showering each child with soap and washing their hair.

Please be reminded that swimming is a compulsory part of the PE curriculum and is an essential life skill. **Students are not allowed to opt out of the lesson unless a medical certificate is provided.** Students who are well enough to be in school are considered fit enough to participate in all curriculum activities. Students who miss swimming lessons will be expected to make up their missed lessons at the earliest opportunity. This may involve joining another class if necessary.

Children are also required to keep a spare set of clothing, preferably school uniform including socks and underwear in their bags should your child have any accidents.
Please encourage your child to enter their new class independently.

**Parent Contributions:**
We need your help to transform our ‘Role Play’ corner to make it as exciting as possible for the children. For the first half of the term we will be transforming the Role Play corner into a ‘Home Corner’. Therefore we kindly ask if anyone can contribute any play items/dress up clothes, we would be extremely grateful.

As part of our ‘Family and Friends’ topic and our ‘Show and Tell’, we would like children to bring in family photos, photos of their immediate and extended family. Please could children provide a selection of photos and if possible photos of themselves that the children can cut up to make collages. Please indicate on the photos the ones we can use for cutting up. If children have any books about family and friends they are welcome to bring them.

**Please note:**
Any topics books which your child did not use last year can also be brought into school and kept in your child’s tray.

It would also be very useful for us if you could fill in the contact details in the front of your child’s Student Planner should we need to contact you.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 1B)
Over the next few weeks classes RT/RE/RN/RB will be learning about ‘Changes’. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or ‘strands’ – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
The children will have the opportunity to dress up and take on different roles in different contexts – as a prince or princess in a castle, for example. They will also explore their own family background when thinking about changes in their own lives. Children will learn to be considerate to each other and take turns and share fairly.

Communicating
Children will use language skills in a variety of contexts such as talking about the changes involved in life cycles, talking about the differences between day and night and enjoy changing rhymes and stories. They will explore paint and find out about how to mix and change colours when making paintings/pictures about the weather and day and night. In their mathematical development children will be able to use and respond to positional language and use the language of length comparison when comparing the lengths of two or three objects. They will use mathematical language in their play when using function machines for adding and subtracting one or more from a given number.

Exploring
Throughout this theme the children will explore the world around them using a variety of materials as well as exploring different materials for writing both inside and outside of the classroom in order to develop their fine motor control. They will be encouraged to try things out and be curious when taking part in simple investigations into changing materials, for example watching ice melt. In their mathematical development children will explore 2D shapes and explore ways of making new shapes. Children will have the opportunity to explore sound when using tuned and untuned percussion instruments. In their PE lessons children will explore how to change their body shapes and experiment with different ways of moving around.

Healthy Living
The children will need to pay attention and to concentrate during these investigations. They will also have the opportunity to talk about their emotions when they discuss change in their own lives.
Other areas:
Over the next few weeks children will continue to revise letter sounds, hearing the initial sounds in words as well as medial sounds of words, and digraph sounds. Children will continue learning how to blend words and how to make sentences with words.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons.

We will begin this theme on xxxday by having a fun morning, playing a game called ‘All Change’.

How you can help:
We are looking for clothing contributions for role play. Items might include: Cloaks, hats, wigs, shoes, boots, glasses, etc. We will also be changing our Role Play corner to an ‘Ice Cream Parlour’ so we are looking for contributions such as:

- Empty and washed ice cream tubs
- Empty and washed coloured, squeezy sauce bottles e.g. ‘mustard’, ‘ketchup’, etc
- Baby milk scoops
- Coloured cotton wool balls
- Ice lolly sticks

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 2A)

Over the next few weeks those of us in classes RT/RE/RN/RB will be learning about “Shopping”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
The children will learn about the local area and the diversity within it when they go to visit local shops and markets. They will take part in group and class activities such as setting up shops and pretending to be shoppers and shop-keepers and therefore the children will have the opportunity to dress up and take on different roles in different contexts. Children will learn to be considerate to each other and take turns and share fairly.

Communicating
As the children become involved in real and imaginary shopping they will learn about the practical use of at least one language. They will listen to stories and make their own books. They will learn that they need to know about numbers to be able to ‘shop’ for example when writing price tags and adding up prices. Children will use language skills in a variety of contexts such as talking about the variety of produce such as the colour, shape, and packaging. They will understand how print carries meaning when they are introduced to the idea of following a shopping list and responding by shopping for those particular items around the class.

Exploring
Throughout this theme the children will explore the world around them using a variety of materials as well as exploring different materials for writing both inside and outside of the classroom in order to develop their fine motor control. As the children sort and classify the shopping they will be looking for patterns and thinking logically. They will find out about where produce comes from. Children will have the opportunity to explore and select the tools and techniques they need when they are making their own wrapping paper, building and constructing their own 3D models of shops. In their creative activities they will further explore packaging materials and select what they need to make their own instruments and experiment with the sounds they make by tapping and shaking. In their PE lessons children will learn how to interact in team games as well as use a range of small equipment – hoops, balls, dance ribbons, climbing apparatus.
**Healthy Living**

During our visits out of the school grounds the children will learn about keeping themselves safe. They will have the opportunities to make choices about what to buy. During this theme we encourage parents to take children with them when they are going shopping and to talk to children about packaging, buying etc.

We will begin this theme on xxxxday by visiting the market in town. We need as many parents as possible to help us with transport. Please let us know if you can help as soon as possible.

**Other areas:**

Over the next few weeks children will learn new letter sounds and continue to revise letter sounds, hearing the initial sounds in words as well as medial sounds of words, and digraph sounds. Children will continue learning how to blend words and how to make sentences with words.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons and sing simple songs from memory in their music lessons.

**How you can help:**

We are looking for contributions of:

- Toy tills
- Toy money
- Shopping baskets and/or trolleys
- A variety of goods to sell — real or plastic fruits and vegetables, tinned goods and so on
- Story books linked to the theme, such as ‘Don’t Forget The Bacon’ by Pat Hutchins and ‘The Shopping Basket’ by John Burningham
- Camera
- Simple reference materials
- A variety of food containers and packaging for making sounds
- Magazines
- Shoe boxes
- Brown paper

If any parents are available to help out with our school visit to Tesco on xxxxday in January, could you please inform the class teacher.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 2B)
Over the next few weeks those of us in classes RT/RE/RN/RB will be learning about “Plants and Flowers”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
The children will have the opportunity to play in the class flower shop. They will learn about simple responsibilities and caring for the immediate environment when they look after their own seeds and plants.

Communicating
We will share the story of Jack and the Beanstalk and learn about the practical use of language when we are acting as shopkeepers. We will learn about numbers when we count and order seeds and bulbs. The children will learn about using mathematical symbols and concepts when classifying seeds and bulbs into size, colour, shape, etc. They will also learn how to make simple repeating patterns. They will develop mathematical skills such as exchanging money for goods in a flower shop/garden centre. Children will have the opportunity to use gesture and expressive body movement for communication when they participate in dance movements to represent growth during their PE time. Children will use language skills in a variety of contexts when discussing the differences and similarities between a range of flowers and plants.

Exploring
A major focus of this theme is learning about the natural environment and the children will have the opportunity through practical experience to learn how to take care of it. Throughout this theme the children will explore the world around them using a variety of materials as well as exploring different materials for writing both inside and outside of the classroom in order to develop their fine motor control. Children will also learn about controlling their bodies and developing fine and gross motor control in activities such as drawing and painting, dramatic play and movement. Children will learn about playing with ideas and materials as an enjoyable, creative and valid approach to learning when they use equipment such as blocks and small world toys to make a garden or park. Children will also have the opportunity to try things out, using exploration and curiosity as important and valued ways of learning when they use equipment such as watering cans, plant pots, vases to find out how many pots they can fill from the watering can, etc. Children will also
learn about actively exploring and making sense of the world by using tools, materials and equipment to draw, paint representations of flowers/plants.

Healthy Living
During the course of this theme the children will be given the opportunity to make choices and to develop the skill of concentration. They will also learn about coping with change when they observe the changes and growth of plants and flowers. We will begin this theme on xxxxxday with the delivery of a bouquet of flowers to a very special person! We will find out as much as we can about them, before we begin some art and craft activities. This will be the Entry Point for the topic on Plants and Flowers.

Other areas:
Over the next few weeks children will learn new letter sounds ‘th’ (voiced) and ‘th’ (unvoiced), ‘ou’, ‘oi’, ‘ue’, ‘er’, ‘ar’, and begin to hear the initial sounds in words as well as medial sounds of words, and digraph sounds. They will use these sounds to make simple CVC words. They will also be sounding out words phonetically when writing these words in simple sentences. The children will also start to learn alternative spellings for some of the digraph sounds.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons and sing simple songs from memory in their music lessons.

How you can help:
We are looking for contributions of:
- Seeds
- Compost
- Own plant pot for planting their own seeds, they can decorate their own pot at home with their name on if they like
- Garden tools
- Seed catalogues
- Shatterproof vases, plastic flowers
- A collection of plant pots and watering cans
- Good, simple non-fiction books and stories on flowers and plants
- Items for flower shop or garden centre role-play
- Baking trays
- Shells, stones, twigs, etc. for miniature garden
- A collection of locally-available flowers, plants, and leaves
- Old wellington boots
- Buckets
- Play wheelbarrow
- Plastic planting trays

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 3A)
Over the next few weeks those of us in classes RT/RE/RN/RB will be learning about “Going Places”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
The children will all take part in planning a trip for their bear and in doing this they will learn to work alongside each other and, if necessary, develop strategies for resolving conflicting opinions. They will learn about the links between school and the wider world when we have visitors from the local emergency services and in doing so children will learn about respecting and interacting with people who are different from themselves. In a wide variety of mathematical tasks involving counting, adding and subtracting, children will develop their ability to acquire new interests and skills and learn about their own particular strengths. Children will learn to express their own ideas when talking about vehicles they have travelled in. In their imaginative and role-play children will also learn how to express disagreement and difference in opinion in appropriate ways, respecting rules about their relationship with others and their environment.

Communicating
The children will have the opportunity to develop language skills whilst playing in the role-play area and talking and listening to our visitors. We will be involved in an imaginary trip on a magic carpet where they will learn about a variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture. They will explore number and other mathematical concepts whilst involved in a car survey. Children will learn about using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas when they talk about what a vehicle is and discussing ways in which they have travelled. Children will enjoy using words and books, creating stories and symbols, exploring and observing the use of print when they make their own books in the shape of vehicles in which they will write stories about a trip in a vehicle they have travelled in. Children will learn about being creative and expressive through a variety of activities, using different media to express a mood, feeling or for representing information when they make their own models and pictures of vehicles using junk materials.
Exploring
Throughout the theme the children will be encouraged to think logically and to make comparisons whilst sorting the collection of toy vehicles and in doing so they will be looking for patterns, classifying things for a purpose, guessing, using trial and error. They will take part in dramatic and role-play, water and sand play as well as using imaginary roadways in the gym and in doing so they will learn about social relationships and social concepts, such as friendship, authority, social rules and understandings. They will learn about actively exploring and making sense of the world by using tools, materials and equipment, choosing and experimenting with materials when they make their own models of vehicles. Children will participate in ‘water play’ activities when exploring objects that sink and float, enquiring, researching and exploring to draw conclusions about the world around them. In Mathematics they will be setting and solving their own problems when they investigate how many figures the boats can hold before they sink.

Healthy Living
The children will learn about making choices and paying attention when discussing what a vehicle is and ways in which they have travelled. Children will develop their concentration skills when involved in activities such as exploring and sorting vehicles. There will be opportunities to discuss road safety and the role of the emergency services. There will be opportunities to discuss road safety and the role of the emergency services, thus helping children to learn about keeping themselves safe from harm. We are hoping that we will have the opportunity to visit a fire station to learn more about the emergency services. They will learn about self-help and self-care when they become involved in imaginative activities such as building roadways in the sand. Children will learn about expressing emotions and emotional needs when talking about and dramatising their imaginary ‘magic carpet ride’.

We will begin this theme on xxxxday by planning a trip for teddy. Please bring teddy and a small travel bag to school. Don’t worry about his travel documents and tickets as we will make them – don’t pack his pyjamas, as he’ll be home for dinner!

Other areas:
Over the next few weeks children will learn alternative ways of writing the sounds learned. They will use these sounds to make simple CVC (Consonant-Vowel-Consonant) words. They will also be sounding out words phonetically when writing these words in simple sentences.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons and sing simple songs from memory in their specialist music lessons.

How you can help:
We are looking for contributions of:
- Collection of model vehicles
- Good quality reference materials on transport
- Dressing-up clothes and props
- Magazines about vehicles
- ‘Junk’ materials for model building
- Foil cake cups, margarine tubs, polystyrene trays for floating
- Threads and loosely woven fabric
- Caps, tunics/jackets
- Whistle
- Train timetables

We are planning to change our role play corner to a ‘train station’ so anything you have to contribute will be greatly appreciated.

As always, we welcome any support or suggestions which you may have.
IPC Unit Study (Term 3B)
Over the next few weeks those of us in classes RT/RE/RN/RB will be learning about “Let’s Pretend”. This unit is part of the Early Years’ Programme of the International Primary Curriculum. This new curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or “strands” – these are called ‘Independence and Interdependence’, ‘Communicating’, ‘Exploring’ and ‘Healthy Living’. The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence
The children will have the opportunity to take on different roles in different contexts when they explore traditional tales – ‘becoming’ Cinderella, for example. They will need to co-operate within a small group and express their own ideas when taking part in simple puppet plays. The performing arts activities require the children to work alongside each other and to develop mutual respect. Children will learn about acquiring new interests and skills when they use small world figures and other materials to tell stories in the sand and water.

Communicating
This unit focuses on traditional stories and rhymes and gives the children many opportunities to observe, explore and enjoy the use of print. We will create stories and be creative through music, drama and dance. This will help children to develop their understanding of using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration to enjoy stories and rhymes. The children will have fun changing numbers and shapes in the “magic box”. They will enjoy using verbal communication to retell stories using the props in the ‘magic box’ as a stimulus and then choosing an appropriate instrument to accompany movements in their stories. They will also have the chance to sequence stories using pictures and adding their own captions. Children will have the opportunity to make puppets of their own and in doing so they are learning about materials and technology used in creative and expressive arts and a selection of the art, craft, songs, music and stories which are valued by the cultures in the community.

Exploring
The children will use research skills to find out about puppets from around the world and then use simple reference material to find these places on world maps. Children will learn more about playing with ideas and materials as an enjoyable, creative and valid approach to learning when they choose the materials/outfits needed to be a character from a story. The children will have the opportunity to learn about making decisions, choosing their own materials and setting their own problems when they use construction materials and small world model people to design their own settings for stories. They will use skills such as spatial representations such as maps, diagrams, photographs and drawings to design what their setting will look like.
Healthy Living
The children will have the opportunity to express their feelings when taking part in mime activities — making sad and happy faces, for example. They will learn more about paying attention and concentrating when exploring how puppets work and move.

We will begin this theme on xxxxxday when the children will find some clues in the classroom, left by mysterious visitors from story-world. We will have fun finding out who our visitors were.

Other areas:
Over the next few weeks children will revisit all of the sounds learned looking more closely at alternative spellings of sounds and focus more on hearing the initial sounds in words as well as medial and end sounds of words, and digraph sounds. They will develop the skills of using these sounds to make simple CVC (Consonant-Vowel-Consonant) words. They will also be sounding out words phonetically when writing these words in simple sentences. The children will also be looking at the High Frequency words in more detail.

They will continue to use mouse skills and simple ICT computer programmes in their specialist ICT lessons and sing simple songs from memory in their specialist music lessons.

How you can help:
We kindly ask if anyone can contribute any of the following, we would be extremely grateful:

- Dress up clothes based on ‘Fairy Tale’ characters
- Material for making puppets e.g. socks and buttons, wool (yarn) etc
- Old plates/ bowls/ cups (porcelain/plastic of different sizes – small, medium and large)
- Plastic cutlery – small, medium and large
- Old clothes, caps, hats, shawls, scarves, belts, table cloth
- Unwanted accessories i.e. necklaces/ bangles/ tiaras/ rings/ chains etc
- Old shoes
- Old handbags/ purses

As always, we welcome any support or suggestions which you may have.