

Literacy

You will be using both fiction and non-fiction in Literacy:

- Jack Frost
- Emperor's Egg
- Penguin Small
- Lost and Found
- The lifecycle of a penguin
- The Lost Explorer

We will be reading plenty of other books alongside these!

Maths

As a school, we follow NCTEM. I have attached information about what we cover throughout the year on a separate page. Please follow this web address for further information.

<https://stoswaldschool.com/wp-content/uploads/2024/01/Maths-Workshop-for-Parents-EYFS.pdf>

Art

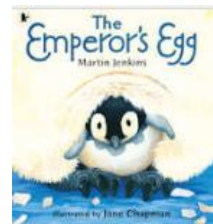
You will be:

- Creating a dance to "Waltz of the Snowflakes."
- Exploring folding techniques
- Making a puppet
- Studying Jackson Pollack



RE

You will be exploring special stories in both the Bible and the Quran



Spring 1
2025-2026
Year R

Winter and Cold Places



PE

PE will continue to be every Monday morning. The children will be learning all about ball skills through a range of engaging and fun activities!

Science and Geography

You will be learning all about cold weather, changes in state and contrasting cold/hot places on our planet.

History

We will be learning about explorers who have travelled to both the North and South pole!

PSHE

PSHE will be focusing on the people who are special to us. You will be also exploring what makes you unique, special and amazing!

Phonics

You will be using Sounds Write to help you with your writing and reading.

You will be building words by using the following sounds:

a b c d e f g h i j k l m n o p q r s t u v w x y z ll zz ff oo ee

Please see attached page for tricky words that we will be focusing on next half term. This includes both reading and writing.

Parents and Carers

Please do practise reading and writing the sounds and words listed above. We practise the tricky words little and often, every day.

Phase 2 to 5 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could



Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • 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 • focus on equal and unequal groups when comparing numbers 	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
<ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek