

Red Class – Spring Term 1 (2024) The journey of a letter.

<p>SUCCESS CRITERIA:</p> <p>On the completion of this topic pupils should be able to:</p> <p>Know the different things that happen in a Post Office.</p> <p>Understand the difference between 1st class, 2nd class and airmail stamps/delivery.</p> <p>Make comparisons between how letters travelled in the past and how they travel now (the journey from posting a letter in the post box, to when it gets to their house).</p> <p>The children will hopefully meet the local Postmaster and Postman/lady for the village. Small group visits to the village Post Office.</p> <p>They will have been introduced to stamps from around the World and learnt the names of different countries.</p> <p>Act out the roles of people involved in the delivery of our post.</p> <p>Use mathematical skills involving money and weighing.</p> <p>Have opportunities to write for lots of different purposes.</p> <p>Learn about the value of British coins.</p> <p>Use Beebot to navigate simple maps.</p> <p>Remember the zodiac story about Chinese New Year and interesting facts about Chinese New Year.</p>	<p>KEY FOCUS AREAS:</p> <p>Understanding the world – how do letters and parcels get to their destination? How were letters delivered in 'the old days? Different roles within the postal system. Looking at stamps from different countries. Finding out facts about Chinese New Year.</p> <p>Expressive arts and design – designing stamps – looking at the artist Molly Rausch. Observational drawings. Making puppets for role play and resources for Red Class Post Office. Using mod-roc to create shoes!</p> <p>PSED – SCARF.</p> <p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p> <p>R. E. GOD/CREATION</p> <p><u>Why is the word God special to Christians?</u></p> <p>Talk about things they find interesting/puzzling/wonderful.</p> <p>Retell stories, talking about what they say about the world, God, humans.</p> <p>Say how and when Christians like to thank their creator.</p> <p>Talk about how people can mess up our world & think of what we can do to look after it.</p>	<p>SYNOPSIS: Week 1 – Week 5</p>		
		<p>Week 1</p>	<p>Jolly Postman story maps; the journey of a letter; setting up the role play area as a post office. Phonics-air,ure,er.</p>	
		<p>Week 2</p>	<p>Hansel and Gretel – linking the journey the children made; making and following maps. Phonics-revision-j,v,w,x,y,z,zz,qu</p>	
		<p>Week 3</p>	<p>Jack and the beanstalk – story sequencing; postcards; life cycle of a plant. How do letters and parcels travel to other countries? Role play. Phonics-revision-ch,sh,th,th,ng,ai,ee</p>	
		<p>Week 4</p>	<p>Role play in post office. Little Red Riding Hood - sequencing story; what would you pack in the basket? stranger danger. Role play. Phonics-revision-igh,oa,oo,oo,ar,or</p>	
		<p>Week 5</p>	<p>Goldilocks (and the three bears) was celebrating her birthday – design birthday cards; party menu. How was post delivered in the old days (dangers of Highway men) Cinderella- Mod-roc shoe designs Phonics-revision-ur,ow,oi,ear</p>	
<p>Literacy:</p> <p>Reading: Key author: Janet and Allan Ahlberg. Key texts: The Jolly Postman; (Goldilocks and the three bears; Jack and the beanstalk; Cinderella; Hansel and Gretel; Little Red Riding Hood) Whole class reading - Funny bones; Mrs Wobble the waitress.</p> <p>Non-Fiction texts: facts about the celebration of Chinese New Year; facts about how letters and parcels are delivered. Poetry: syllables and rhyming words.</p> <p>Children in Reception:</p> <p>Read individual letters by saying the sounds for them.</p>		<p>KEY QUESTIONS:</p> <p>Who delivers your letters and parcels? Do they ride a bike like the Jolly Postman?</p> <p>Where do we post letters and what happens to them next?</p> <p>Has anyone ever been to a Post Office? What is a Post Office for?</p> <p>Why do we need to put a stamp on a letter?</p> <p>Why are there different numbers on some stamps?</p>		
<p>KEY VOCABULARY:</p> <p>Post box</p> <p>Post office</p> <p>Post van</p> <p>Sorting office</p> <p>First Class</p> <p>Second Class</p> <p>Deliver</p> <p>Parcel</p> <p>Stamp</p> <p>Letter</p>				

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<p>Blend sounds into words, so that they can read short words made of known letter-sound-correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Writing for different purposes (letters, postcards, lists, labels and signs for role play in post office) Handwriting focus – The Ladder Family (I,u,t,y,j)</p>	<p>What happens in a sorting office?</p>	<p>Envelope</p>
<p>Opportunities for Extension</p>		
<p>Have opportunities to send letters/cards to someone they know and to enjoy receiving something back in the post! Knowing where the nearest post box is to where they live and finding out what time the post is collected! Visit their local post office.</p>		
<p>Vertical Drivers and Opportunities for Enrichment</p>		
<p>Our place in the world (looking at roles of people in our community) The environment (visit to the village Post Office) Staying safe (road safety) Stranger danger. Celebration of Chinese New Year and the Year of the Dragon! Christian values and the link with our school values.</p>		
<p>MATHS:</p>		
<p>Number: White Rose maths scheme of work. Alive in 5 – introducing zero; comparing numbers to 5; composition of 4 and 5 (2 weeks) Mass and capacity (1 week) Growing 6,7,8 – making pairs; odd and even numbers; finding a double; combining 2 groups (2 weeks) Children in Reception: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with the cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>		
<p>Weighing parcels in the post office role play area; learning about British coins; comparing height, length and capacity of different shaped parcels.</p>		
<p>Understanding the World:</p>		
<p>Children in Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		

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<p>Communication and Language. Children in Reception: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities; explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Children in Reception: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> • Music – Churanga scheme of work: • Musical learning focus • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<p>Physical Development. Get Set 4 PE scheme of work – Fundamentals-unit 2. Gymnastics-unit 2. Children in Reception: Revise and refine the fundamental movement skills they have already acquired: hopping, skipping..... Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Personal, Social and Emotional Development: Children in Reception: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>
<p>BRITISH VALUES: Acceptance - Understanding and celebrating our similarities and differences. Mutual respect - Listening to others. Spiritual development - Promotion of own family's beliefs and customs. Learning about Chinese New Year.</p>		