

# Bluebell Class Spring Term 4 Learning Journey

## Mathematics

Focus on the 'staircase' pattern and ordering numbers.

Focus on ordering of numbers to 8  
Use language of less than.

Focus on 7.

Doubles – explore how some numbers can be made with 2 equal parts.

Sorting numbers according to attributes – odd and even numbers.

### 3D Shapes

Recognise and name 3-D shapes.

Find 2-D shapes within 3-D shapes.

Use 3-D shapes for tasks.

3-D shapes in the environment.

Identify more complex patterns.

Copy and continue patterns.

Patterns in the environment.

## Personal, Social and Emotional development

Effects of behaviour, perseverance and resilience, being a good friend, internet safety, what makes a good friend? identify others feelings.

### Jigsaw: Healthy Me

Understand the need to exercise to keep our body healthy, which foods are healthy and not so healthy, know what a stranger is and how to stay safe if a stranger approaches us.

## What's in the Bag? People who help us

School Value:  
Curiosity

## Religious Education

(UW: People, Culture and Communities)

### Why do Christians put a cross in the Easter garden?

We will explore the Easter story through persona dolls Tom and Tessa. We will be thinking about the symbol of the palm cross, hot crossed buns, and creating our own Easter garden.

- Why is a palm cross a special symbol, or reminder, for Tom and Tessa?
- How do Tom and Tessa use crosses to celebrate Easter at home and at church?
- How can we help others when they need it?

## Understanding the World (UW): Past and Present/ People, Culture and Communities

Understand what a simple map is.

Name important people in the community.

Understand what it means to have a job.

Understand what a doctor does and how to stay healthy.

Understand what a dentist does and how you can keep your teeth healthy.

Explain what other named professional does e.g. a firefighter, police officer, vet, farmer etc.

Understand the difference between a stranger and a safer stranger.

Talk about how to cross the road safely.

## Communication and Language/Literacy

### Key Texts:

'Perfectly Norman' by Tom Percival

'Little Red' by Lynn Roberts and David Roberts

'Pig the Pug' by Aaron Blabey

We will be separating words with spaces without prompting. We will begin to use full stops to demarcate simple sentences without adult prompting. We will begin to use capital letters at the start of sentences without adult prompting. We will orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others. We will orally sequence ideas and events in narrative. We will orally innovate sentences relating to a known text using independently chosen vocabulary. We will orally create sentences using 'story teller language' e.g. Once upon a time.

### Phonics:

We will be mastering all Phase 3 phonemes taught last term:

Phase 3 phonemes: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ear, ure,

er

Phase 3 common exception words: was, you, they, all, are, my, her

## Expressive Art and Design (EAD)

Making a fire engine, Easter card with moving part, printing patterns, Mother's Day card

### Music: Charanga: Our World

Understand pulse and tempo whilst learning nursery rhymes.

## Physical Development

Mark making, cutting with scissors. Letter formation for our name, patterns for letter formation, balancing, running, changing direction, jumping, hopping and travelling

## Key vocabulary

community, school, park, shop, library, post office, police station, hospital, doctors surgery, map, street, directions, turn, left, right, near, far, teacher, doctor, dentist, police officer, firefighter, postman/woman, vet, job, work, uniform, tools, doctor, medicine, healthy, exercise, fruit and vegetables, sleep, dentist, teeth, brush, toothpaste, floss, cavity, farmer, builder, bus driver, safer stranger, trust, traffic, road, pavement, traffic lights, crossing, stop, look, listen, Zebra crossing, Easter, palm, cross, Hosanna, crucified.

## Suggestions for Home Learning

Support your child's reading journey with regular practice of phoneme flashcards. [Click here](#) to support your own knowledge of the correct pronunciation of each phoneme.

Hear your child read their decodable reading book **5 times a week**, and log this in their reading record. Books will be changed on Friday and we will also hear your child read at some point during the week.

Explore shapes around the home and their properties. What patterns can you make at home? Become more independent by getting dressed and undressed yourself.