



# **Diamond Class Learning Overview 2021-2022**

Diamond Class love to learn and explore! 😊

At Sound and District Primary School we learn about the things that are important to our children. Our children are a huge part of our planning process and we are very flexible with our topics to allow for children's interests.

Please note the topics below are flexible and may change as we progress through the year.



## Topic Overview of Our Year

	Autumn One (7 weeks)	Autumn Two (7 weeks)	Spring One (6 weeks)	Spring Two (5 weeks 3 days)	Summer One (6 weeks)	Summer Two (6 weeks)
<b>Topics to help us learn:</b>	Settling into School (2 weeks)  All About Me (2 weeks)  Autumn and Halloween (3 weeks)	Colours (2 weeks)  Superheroes (2 weeks)  Christmas (3 weeks)	Winter Wonderland (2 weeks)  Space (2 weeks)  People Who Help Us (2 weeks)	Fairy tales (3 weeks)  Easter/Spring (2 weeks)	Farm Life (3 weeks)  Minibeasts (3 weeks)	Transport (2 weeks)  Seaside/Under the Sea (3 weeks)  Transition (Throughout 6 weeks)
<b>Some stories we will read together! ☺</b>	  	  	  	  	  	  

**A little bit of information about some of our exciting topics!**



**Welcome to Diamond Class!**

*In this half term we will really take the time to get to learn all about ourselves including our likes, dislikes, what we look like and the things we are really good at. We will spend lots of time getting comfortable in our new School and meeting all the members of staff and children! ☺*

**Super Seasons**

*We will have a super time learning about the season of Autumn and Halloween! ☺*

**Colours, colours everywhere!**

*In this half term we will have oodles of fun exploring, mixing and learning about colours. Which colour is your favourite? ☺ (Miss P loves yellow!)*

**Superheroes assemble!**

*Which superpower would you have if you could have any in the world? We will have great fun being superheroes this half term! ☺*

**Ho Ho Ho! It's Christmas! ☺**

*Get the tinsel out as we learn all about Christmas around the world!!*

**Walking in a winter wonderland!**

*Make sure to grab a cosy coat as we set off on our journey to winter wonderland!! It sounds so magical doesn't it? ☺ We will have lots of frozen fun as we learn about the season of Winter!*

**5...4...3...2...1...Blast off!**

*Up, up and away! We will be taking our first trip to space! How exciting! ☺ We will be learning about famous astronauts and the planets in the Solar System!*

**People who help us**

*We learn about those who help us and keep us safe.*

**Fantastic Fairytales!**

*Off we go on a magical adventure learning, role playing and writing fairytales! ☺*

*Which is your favourite fairytale?*

**Super Seasons/ New life ☺**

*This half term we will learn all about the season of Spring and the joy it brings. We will learn about new life (chicks, lambs etc) and search for signs of Spring in our beautiful school grounds.*

**Easter Time! ☺**

*We will learn about the Easter Story and have an eggcellent time! ☺*

**Fun on the Farm!**

*This half term we will have great fun learning about farm life including farm animals and the crops grown! ☺ How do you think potatoes are grown?!*

**Magnificent Minibeasts!**

*Wriggle and Crawl! This half term we will spend lots of time outdoors exploring nature! We will learn to make simple classifications of insects and explore insect habitats! ☺*

*Which insect has 8 legs and spins a web?!*

**Transport**

*All aboard as we learn all about bikes, cars, trains, planes, hot air balloons and many more! Which is your favourite method of transport? ☺*

**Under the Sea**

*Bring your goggles as we learn all about what lies beneath!!! ☺ This half term we will look at some of the Oceans of the world and the creatures that live within them.*

**Transition**

*This half term we become Year 1's in training to best prepare us for the year ahead! ☺*



## Mathematics

As **Mathematicians**, we will;

- Begin to use the correct names for 'flat' 2D shapes.
- Sort objects into groups
- Recognise and use numerals 1-5
- Find one more and one less than (1-5)
- Order and sequence familiar events (my day)
- Compare quantities of objects up to 5- recognising one more, one less, greater than, less than and equal to
- Count to 10
- Introduction of odd and even numbers to 5

As **Mathematicians**, we will;

- Begin to recognise and name some 3D shapes.
- Begin to use prepositional language (e.g. behind, in front)
- Use the language of more/fewer
- Add two numbers that total 5 (Number bonds to 5)
- Recognise and use numerals 1-10.
- Combine two groups to find the whole (to 10)
- Find number bonds to ten using manipulatives for support.
- Compare quantities of objects up to 10- recognising one more, one less, greater than, less than and equal to
- Count to 15
- Odd and even numbers to 10
- Simple doubling and halving

As **Mathematicians**, we will;

- Recognise, create and describe patterns (shapes, colours, the natural world)
- Add by counting on
- Subtract by counting back
- Count to 20
- Explore numerical patterns to 10/20 where appropriate (doubling, halving, odds and evens)
- Begin to use everyday language relating to money.
- Order 2/3 items by length/weight/capacity/height.

By the end of Reception year it is hoped children will be able to/have:

- A deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.

	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		
<b>Literacy</b>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Work on building a strong pencil grip through fine and gross motor skills work.</li> <li>• Give meaning to the marks we make.</li> <li>• Recognise and write our own names.</li> <li>• Orally re-tell simple and well known stories.</li> <li>• Use actions (T4W) to orally retell well known stories.</li> <li>• Sequence a simple story (through role play, with short captions etc.).</li> <li>• Begin to write recognisable letters, most of which are formed correctly.</li> <li>• Segment and blend the sounds in simple words (in line with phonics progression).</li> <li>• Talk about what I want to write about.</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding</li> </ul>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Use story-telling vocabulary (once-upon a time) when re-telling.</li> <li>• Begin to orally use simple connectives.</li> <li>• Explore rhyme and alliteration</li> <li>• Use our phonics knowledge to write words which are spelt correctly or match our spoken sounds.</li> <li>• Begin to anticipate (where appropriate) key events in stories.</li> <li>• Orally retell stories through story maps/storyboards.</li> <li>• Write short captions independently to match pictures from well-known stories.</li> <li>• Write all letters in a clear and legible way.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> <li>• Write simple sentences that can be read by others.</li> </ul>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Use a capital letter at the start of sentences</li> <li>• Finish a sentence with a full stop</li> <li>• Use finger spaces between words.</li> <li>• Use simple connectives in sentence writing (and, but etc.).</li> <li>• Write simple short stories that can be read by others (with the support of structured teacher modelling).</li> <li>• Use well known stories I know to innovate new stories of my own.</li> <li>• Include simple rhyme in my stories (where appropriate).</li> <li>• Share my stories with others in a clear and organised way.</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Enjoy reading a good book!</li> </ul>

	<p>of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words.</li> <li>• Recognise familiar words including our own name.</li> <li>• Begin to segment and blend the sounds in simple words (in line with phonics knowledge).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write for a range of different genres- (a letter, instructions etc.)</li> <li>• Spell more tricky words by identifying the sounds within them.</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Understand that information can be retrieved from books and computers.</li> <li>• Continue a rhyming string.</li> <li>• Segment and blend the sounds in simple words (in line with phonics progression).</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some common irregular words (e.g. common exception words).</li> <li>• Use our phonics knowledge to decode regular words.</li> <li>• Enjoy an increasing range of books.</li> <li>• Read and understand simple sentences.</li> <li>• Segment and blend the sounds in simple words. (In line with phonics knowledge).</li> </ul>
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**Phonics**



At Sound and District Primary School we use Letterland Phonics. Letterland is validated by the Department for Education (DfE) in England as an effective systematic synthetic phonics programme (SSP).

Letterland was created to teach phonics using a **story-based approach**. The story logic engages students leading to long term retention of concepts. What's more, Letterland is wonderfully **multi-sensory**. It activates every learning channel through music, actions, alliteration, movement, song, art, games and role-play. Please see <https://www.letterland.com/parent-guide> for more information.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p>Phase 1 games and assessments</p> <p><u>Autumn 1</u> Focus sounds- s a t p i n m d g o c k ck e u r</p> <p><u>Autumn 2</u> Focus sounds- h b f ff l ll ss Reading CVC words</p> <p><u>Tricky words</u>- the, to, I, no, go, into, he, she, me we, be, was, my, you, her, they, all, are</p>	<p><u>Spring 1</u> Focus sounds- j v x y z zz qu ch sh th ng ai ee igh</p> <p><u>Spring 2</u> Focus sounds- oa oo ar or ur ow oi ear air ure er</p> <p><u>Tricky words</u>- said, so, went, from, have, like, some, come, just, were, there</p>	<p><u>Summer 1</u> Previous sounds recap- applying to sentences. Reading CVCC and CCVC words. Tricky words</p> <p><u>Summer 2</u> Focus sounds- ay ou ie oy ir ue</p> <p>Tricky words- little, one, they, all, are, children, do, when. out, what, it's, help</p>

<b>Understanding the World example experiences:</b>	<p>As mentioned previously, in Early Years Foundation Stage (EYFS) our planning is child led. Therefore all learning experiences/topics noted on this document are flexible. The children's interests are always at the heart of everything that we do.</p> <p><u>Some example experiences could be:</u></p>	
	<b>Possible experiences/activities/opportunities</b>	<b>Outcomes</b>
	<p>Use mirrors to observe facial features and describe to a friend Introduce self and say name clearly.</p> <p>Describing who is in my family.</p> <p>Sequencing cards activity of human life cycle</p>	<p>Children can describe their facial features Children can introduce themselves and say their own name, and some of their friends' names, clearly.</p> <p>Children can describe their family. Children can sequence pictures of people at different ages.</p>



		<p>Investigate melting ice (cubes and crushed).          Role play with small arctic animals.          Match pictures of the animal to its home on the world map (include other animals like lions, tigers)          Polar bear, polar bear, what do you see?          Role play in a tent with torches.          Explore reflective materials.          Brainstorm natural and artificial sources of light.          Day and night collages with reflective, shiny paper          Fire safety talk</p>	<p>Children will be able to name the animals that live in each location.          Children will be able to give reasons as to why these animals live in arctic conditions e.g., thick fur, blubber.          Children will know that the sun gives us light.          Children will know that night-time is dark.          Children will know that we also get light from electricity and fire.</p>	
<p><b>Understanding the World</b></p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>We will encourage children to talk about the lives of the people around them and their roles in society.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Children will be given the opportunity to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (where appropriate).</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Children will explore the natural</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>We will provide experiences and opportunities for children to learn about some similarities and differences between things in the past and things happening now, drawing on their own experiences and what has been read in class.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Opportunities will be provided to allow children to discuss some simple similarities and differences between religious and cultural communities in this country, drawing on their own experiences and what has been read in class.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Children will begin to understand the past through settings, characters and events encountered in storytelling time in class and at home.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Children will learn about some similarities and differences between life in this country and life in other countries, drawing on their own knowledge, non-fiction texts and- when appropriate- maps.</li> </ul>	



	<p>world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Children will learn about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Children will continue to experience and explore nature around them drawing on what they see and notice. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p>In Reception Class we have great fun learning through song- particularly nursery rhymes! 😊</p> <p>We love to be imaginative and expressive and enjoy using a range of different media to do so.</p> <p>A large proportion of our art work will be linked to the topic we are learning about at the time. For example in the Spring term you may see lots of shiny rockets, metallic paints and bright solar systems if we learn about Space! 😊</p> <p><b>Creating with Materials</b></p> <p>We will learn how to safely use and explore a variety of materials, tools</p>	<p><b>Creating with Materials</b></p> <p>We will continue to learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children will be given the opportunity to share their wonderful creations with their peers, explaining the process they have used.</p> <p><b>Being Imaginative and Expressive</b></p> <p>We will have lots of fun singing a range of well-known nursery rhymes and songs.</p> <p>We will also learn a range of Easter songs and take part in our annual expressive</p>	<p><b>Creating with Materials</b></p> <p>This term we will make use of props and materials when role playing characters in narratives and stories. We will even have a go at making our very own props too!</p> <p><b>Being Imaginative and Expressive</b></p> <p>We will have great fun performing songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music!</p> <p><b>ART Week!</b></p> <p>This term we also take part in our special annual ART Week event. This event</p>

	<p>and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>We will also have lots of fun singing, dancing and acting in our Christmas Performance this term too! 😊</p>	<p>Easter Bonnet Parade! 😊</p>	<p>involves the whole school getting creative for a whole week of nothing but...ART! 😊 We then showcase all our beautiful artwork in the school hall for parents to see and buy and all donations made go towards our lovely School. WOW! 😊</p>
<p><b>Physical Development</b></p>	<p><b>PE</b></p> <p>Throughout the year in Reception Class we work on the seven fundamental movement skills in Physical Education. These are throwing, catching, jumping, running, coordination, balance and agility. These core skills are worked on throughout the whole year.</p> <p><b>Fine Motor Skills</b></p> <p>We will learn how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>Gross Motor Skills</b></p> <p>Children will negotiate space and obstacles safely, with consideration for</p>	<p><b>PE</b></p> <p>Throwing, catching, jumping, running, coordination, balance and agility are worked on through a range of exciting and engaging games and challenges! 😊</p> <p><b>Fine Motor Skills</b></p> <p>We will learn to use a range of small tools, including scissors, paintbrushes and cutlery accurately and with care.</p> <p><b>Gross Motor Skills</b></p> <p>Children will demonstrate strength, balance and coordination when playing</p>	<p><b>PE</b></p> <p>Throwing, catching, jumping, running, coordination, balance and agility are worked on through a range of exciting and engaging games and challenges! 😊</p> <p><b>Fine Motor Skills</b></p> <p>We will begin to show confidence, accuracy and care when drawing and writing. We hope pencil grip will be strong and established.</p> <p><b>Gross Motor Skills</b></p> <p>Children will move energetically,</p>

	<p>themselves and others.</p>	<p>a range of games and through self-directed learning times.</p>	<p>through running, jumping, dancing, hopping, skipping, climbing and much more!</p>
<p><b>Communication and Language</b></p>	<p><b>Listening, Attention and Understanding</b></p> <p>In the Autumn term we spend lots of time developing our listening skills. We will learn to listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Speaking</b></p> <p>In Diamond Class we spend lots of time having great conversations and discussions. This helps us to work on our vocabulary each day. We will participate in small group, class and one-to-one discussions, allowing the children the opportunity to share their own ideas, using recently</p>	<p><b>Listening, Attention and Understanding</b></p> <p>As the children continue to develop their listening skills we will give them the opportunity to make comments about what they have heard and ask questions to clarify their understanding. This will be done through small group interactions, whole class scenarios or on a one-to-one basis with teachers or peers. As EYFS teachers and leaders we entirely understand that all children learn and develop at different speeds and we ensure each child is happy, comfortable and progressing in the way that's right for them.</p> <p><b>Speaking</b></p> <p>As the children's confidence to speak and share grows we will encourage children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>As we work towards the end of our year in reception and children's listening skills are developing well, we will encourage and hope to see children holding conversations (when engaged) in back-and forth exchanges with their teacher and peers.</p> <p><b>Speaking</b></p> <p>We will continue to provide opportunities for and encourage children to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

	introduced vocabulary.		
<b>Personal, social and emotional development</b>	<p><b>Personal, social and emotional development</b></p> <p>The area of personal, social and emotional development is broken down into three early learning goals. They are building relationships, managing self and self-regulation. These goals have been broken down further below. These goals are achieved through a range of different learning activities and experiences, including directed teaching and self-directed learning. Children will be given the opportunity to work towards achieving these goals (outlined below) on a daily basis.</p>		
	<p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules. Know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p style="text-align: center;"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>



**Trips/in school special days**

(Please note these trips will be subject to government guidelines.)

Harvest assembly

Diamond Class Art Exhibition

Pantomime

Delivering Christmas cards to local residents.

Christmas play

Visit to meet Santa!  
(Destination tbc).

Space Dome!

Easter Bonnet Parade

Visit from a local author

Farm trip  
(Destination tbc).

Art Week

National Sports Week

Seaside trip  
(Destination tbc).

