



## Homework Challenge

This half term we are learning all about the circus. The children will be finding out about what it is like to be part of a circus and learning different circus skills.

Talk to your child about the different people that perform in a circus.

Ask your child to choose one person from the circus and create a poster about them. e.g. clown, trapeze artist.

All homework will be displayed in your child's classroom.



# The Big Top!

Foundation  
Spring 1

## School Values

- Teamwork Trio - working together and supporting one another when learning new skills.
- Challenge Charlie - learning new circus skills, positive thinking, rising to the challenge.
  - Resilient Ruby - encouraging each other.

## British Values

- **Tolerance of other faiths and beliefs, Mutual respect** - circus way of life, other people and their jobs.
- **Democracy, Rule of law, Individual liberty** - making own choices of what they would like to perform.



# The Big Top!

## Foundation

### Spring 1

**This half term in Foundation, we will be covering the following areas:**

#### **Personal, Social and Emotional Development;**

##### *Self-confidence and self-awareness*

Children are confident to try new activities and say why they like some activities more than others.

Children will talk about their ideas and choose the resources they need for their chosen activities.

They say when they do or do not need help.

##### *Managing feelings and behaviour*

Takes turns and shares with adult support

Works as part of a group or class, taking turns and sharing fairly.

Understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously.

Children are aware of the boundaries set and of the behavioural expectations in the setting

##### *Making relationships*

To work as a group

Builds relationships through gesture and talk.

Children support one another and take account of others ideas.

#### **Communication and Language**

##### *Listening and attention*

Children listen attentively in a range of situations

Children give their attention to what others say and respond appropriately while engaged in another activity.

##### *Speaking*

Children develop their own narratives and explanations by connecting ideas or events.

Children use language to imagine and recreate roles and experiences in play situations.

##### *Understanding*

Children listen and respond to ideas expressed by others in conversation or discussion.

Responds to instructions involving two part sequence.

Children answer how and why questions about their experiences and in response to events.

#### **English**

##### *Writing*

Children use phonic knowledge to write words in ways that match their spoken sounds.

Children writes own name and other things such a labels and captions.

They write some irregular common words (key words)

Children write simple sentences which can be read by themselves and others.

##### *Reading*

Children read and understand simple sentences.

They use phonic knowledge to decode regular and read them aloud accurately. They also read some common irregular words.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

#### **Maths**

##### *Number*

To relate addition to combining 2 or more shapes/ amounts.

To find one more/ less than a given number.

To use the language of addition

To see and learn doubles as special combinations of 2 numbers.  
To relate subtraction to taking away  
Using quantities and objects they add and subtract 2 single digit numbers and count on or back to find the answer.

### *Shape, space and measure*

Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.  
Children use everyday language to talk about size, position and money.  
To compare quantities and objects and to solve problems.  
Recognise create and describe patterns.

### **Physical Development**

#### *Moving and handling*

Children show good control and coordination in large and small movements.  
Children move confidently in a range of ways safely negotiating space.  
Children handle equipment and tools effectively.

#### *Health and self-care*

Children practise some appropriate safety measure without direct supervision.  
Show understanding of the need for safety when tackling new challenges and considers and manages some risks.  
Children understand the importance of exercise.  
They manage their own basic hygiene and personal needs successfully.

### **Understanding the World;**

#### *People and communities*

They know about similarities and differences between themselves and others and among families, communities and traditions.

#### *The World*

Children think about how environment might vary from one another.

Children know about similarities and differences in relation to places, objects, materials and living things.

#### *Technology*

Recognise a range of technologies used in homes and schools.  
They select and use technology for a range of purposes.

### **Expressive Arts and Design**

#### *Exploring and using media and materials*

Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture form and function.  
Selects appropriate resources and adapts work where necessary.

#### *Being imaginative*

Represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories.

### **End Product:**

- **Circus skills workshop and presentation for parents**