

Communication and Language

Objectives

- Understand how to listen carefully and why listening is important
- Develop social phrases
- Learn rhymes, poems and songs
- Listen attentively to and talk about stories to build familiarity and understanding
- Learn new vocabulary
- Use new vocabulary throughout the day in a range of contexts
- Engage in story times
- Describe events in some detail
- Use talk to: work out problems, organise thinking and activities, explain how things work and why things might happen
- Articulate their ideas or actions in increasingly well-formed sentences
- Ask questions to find out more and to check they understand what has been said or read to them
- Articulate their ideas, feelings or actions in increasingly well-formed sentences including correct plurals and tenses
- Connect one idea or action to another using a range of connectives
- Understands and answers a range of questions including where, when, why, how and who
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Make comments about what they have heard and ask questions to clarify their understanding
- Retell a story some as exact repetition and some in their own words
- Engage in non-fiction books
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Offer explanations for why things might happen

Parental Involvement

Terrible Tuesday's

Curriculum Workshop – 3rd of May

May Dance – 17th of May (weather permitting)

Physical Development

Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Build hand strength
- Match their developing physical skills to the tasks and activities in the setting
- Develop skills using hand tools (scissors, hole punches, pens, pencils, tweezers)
- Develop their fine motor skills in order to use a range of tools competently, safely and confidently (Developed by: playdough, threading, sewing, craft, small world, building, pouring, cooking, stirring, clay etc.) (Tools: pencils, paintbrushes, scissors, knives, forks, spoons)
- Develop core muscle strength
- Develop and use a tripod grip when writing
- Develop overall body-strength, balance, co-ordination and agility
- Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian)
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Draw with accuracy and care

In school we will:

Continue formal PE weekly PE sessions.
Provide activities, games and challenges in the garden that develop ball skills, focusing on rolling, stopping, throwing and catching.
Continue to develop the children's understanding about how we lead a healthy lifestyle alongside PSED.

Personal, Social Emotional Development

Objectives

- Set and work towards simple goals
- Select and use appropriate activities and resources with a goal or outcome in mind
- Confidently try new activities and show independence, resilience and perseverance in the face of challenge
- Manage their own needs (hygiene, toileting, dressing, undressing, healthy eating)
- Moderate their feelings socially and emotionally
- Bring their own experiences into their play
- Understand right and wrong
- Follow rules, understand and explain they are important
- Talk about their wants and interests
- Talk about and understand the perspectives of others
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts including, sharing and compromise
- See themselves as a valuable individual and describe their strengths and talents
- Speak about themselves and their peers in a positive manner
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Adjust their behaviour to different situations



BIG EXPERIENCES

Bug Workshop

May Dance

Maths

Objectives

- Identify odd and even numbers (to 10)
- Double numbers and amounts (to 10)
- Recall some double facts to 10
- Halve numbers and amounts (to 10)
- Equally share an appropriate amount (to 10)
- Subitise amounts to 10 (spotting smaller groups within larger groups)

In school we will:

Continue to develop conceptual subitising for amounts up to 10. For example, seeing two dice faces of 5 and knowing that $5+5=10$. We will focus on highlighting smaller groups within larger ones.

We will introduce odd and even numbers and link these to sharing an amount equally. We will teach even numbers as numbers that are in the $2x$ table.

We will be introducing doubling as adding the same amount twice. We will double numbers to 10.

Following on from doubling we will introduce halving of 2, 4, 6, 8, 10.

We will focus on identifying odd and even groups then share them using 1:1 correspondence.

How to support at home

Play board games.

Use words such as share, double, equal, not equal in practical situations. "You have 4 sweets, can we share them equally?"

Understanding of the World

Objectives

- Talk about the similarities and differences of materials
- Explore and describe a variety of common materials using newly introduced vocabulary e.g. flexible, see-through
- Explore if different objects sink or float
- Begin to understand their impact on the environment
- Understand, talk about and explain the key features of the life cycle of a butterfly
- Understand the effect of changing seasons on the natural world around them including the weather
- Know some similarities and differences between things in the past and now drawing on their teaching and experiences
- Understand that some places are special to members of their community
- Continue to develop digital literacy skills and independence when using technological devices, including computers and iPads
- Talk about the lives of the people around them and their roles in society;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Recognise some similarities and differences between life in this country and life in other countries.

In school we will:

Learn about the life cycle of a butterfly.

Learn the names and how to identify simple materials using words such as flexible and strong.

We will explore floating and sinking.

In history we will highlight simple similarities and differences between things in the past such as toys.

Go on bug hunts and explore minibeasts.

Literacy

Objectives

- Continue a rhyming string
- Use illustrations to interpret and discuss texts
- Re-enact stories in their play
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonics knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Retell stories using their own words and newly introduced vocabulary
- Read phase 2 and 3 tricky words
- Write all phase 2 and some phase 3 tricky words
- Re-read what they have written to check that it makes sense.
- Write short sentences with known letter-sound correspondences
- Write simple phrases and sentences that can be read by others.
- Write recognisable letters, most of which are formed correctly

In school we will:

This half term we will be asking the children to begin to write longer sentences and aim for these to be read by others. To push the children further we will want them to consistently and independently use finger spaces and a full stop in their sentences.

We will begin to use handwriting books for those children who are ready. These will also be used for the home learning tricky words.

How to support at home

Continue using the weekly reading books and home learning.

Master name writing.

Continue practicing reading and writing tricky words.

Phonics

In school we will:

Week 1 – Short vowels (went, wind, hand, jump, best, gift thump). Tricky words – said, so, have, like

Week 2 – Short vowels (champ, munch, shelf, frog, drum, dress, bring). Tricky words – some, come, love, do

Week 3 – Short vowels and longer words (stamp, crept, blend, grand, scrunch, strict). Tricky words – were, here, little, says

Week 4 – Longer words and compound words (tantrum, printer, shampoo, second, windmill, sandpit). Tricky words – there, when, what, one

Week 5 – Root words ending in -ing, -ed (t), -ed (id) (ed), est (swimming, bumped, cracked, hunted, softest). Tricky words – out, today

How to support at home

Continue using the weekly reading books and home learning.

Expressive Art and Design

Objectives

- Return to and build on their learning, refining ideas and developing their ability to represent them
- Watch and talk about dance and performance art expressing their feelings and responses
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Using a variety of tools and materials plan and create models with a goal in mind
- Create and perform group role plays with a storyline using stories, their own experiences and knowledge
- Create props to use in created play

In school we will:

Learn about Henri Matisse and create our own collages in the style of 'The Snail'.

Use self and peer assessment to revisit and improve our artwork.

Learn how to create wax resist art.

Create our own DT minibeasts.

Learn and perform May Dance routines.