

## 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

### In school we will:

Many objectives above are continuously developed throughout the year. Each half term we build upon these skills and move the learning forward with different situations, tasks or challenges.

Modelling how to retell a familiar story.

Model how to answer a range of questions correctly in practical, real life situations such as at lunch or when playing with peers.

Use the words and, because and also in our literacy lessons so the children can use these both in their speech and writing.

### How to support at home

Continue to read at home and ask questions about what has been read:

What happened here?

Why did this character do that?

What would you have done in this situation? Why?

## 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
- Travel with a ball

### In school we will:

Many objectives above are continuously developed throughout the year. Each half term we build upon these skills and move the learning forward with different situations, tasks or challenges.

PE lessons will continue to develop fundamental movement skills but also wider skills such as teamwork, listening skills and understanding instructions.

We will continue to learn about overall health specifically focusing on dental hygiene. We will use large teeth and model correct brushing technique.

We will learn the skills needed to throw, catch, roll, kick, bat and aim when using a ball. These include, strong standing foot close to our target, good balance and keeping our eye on the ball.

### How to support at home

Get out and about building confidence when running, jumping, climbing, rolling, hopping, skipping etc.

Continue to promote a tripod grip when writing or drawing at home.

Play with a ball or similar object and encourage travelling with it as well as kicking, throwing and catching to build up coordination.

## 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
- Become increasingly independent in appropriate tasks
- 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
- 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
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Adjust their behaviour to different situations

### In school we will:

Many objectives above are continuously developed throughout the year. Each half term we build upon these skills and move the learning forward with different situations, tasks or challenges.

Learn about why it is important to look after our personal belongings.

Alongside Understand the World we will encourage the children to listen to the views of others and consider these during their play.

We will continue to model how to solve conflicts through sharing and compromise.

Continue to embed the Super Skills for Learning and provide real experiences where we may need to use them.

Continue with show and tell to build confidence when talking in front of a class.

### How to support at home

Organise play dates where possible.

Encourage the children to talk about the wants and needs of others, you or maybe a sibling.

If your child wants to bring a show and tell give them a few pointers to say, this allows them to get straight into their presentation.

Continue to promote independence including the need to look after our belongings.



## Parental Involvement

Terrific Tuesdays

Teddy Bears 'Book-nic' – Book Week

Parents Consultations

## BIG EXPERIENCES

Sutton Ecology Centre Trip

Book Week 4<sup>th</sup> – 8<sup>th</sup> March

Glow Ball Experience 12<sup>th</sup> March

Red Nose Day 15<sup>th</sup> March

Science Week 18<sup>th</sup> – 22<sup>nd</sup> March

## Maths

### Objectives

- Compose and decompose shapes, recognising shapes within other shapes
- Solve addition problems up to 10 (using fingers, concretes, first, then, now stories, whole part models, 10 frames, counting on)
- Solve subtraction problems up to 10 (using fingers, concretes, first, then, now stories, whole part models, 10 frames)
- Explore the composition of numbers to 10
- Decompose numbers to 10
- Solve mathematical problems in practical situations
- Use everyday language relating to time (short, long, day, night, morning, afternoon, evening)
- Use measuring tools in practical situations (sand timers, stopwatches)
- Begin to understand the sequence of the days of the week and months of the year

### In school we will:

Identify shapes in our environment and create pictures with 2D shapes.

Solve subtraction and addition problems using objects and when ready number lines. If mental methods can be used we will focus on the children explaining their methods.

We will begin to teach number bonds to 10 and link these to our previous learning on number bonds up to 5, 6 and 7. We will use whole, part, part models to highlight parts combining to become a whole. All number bond work is supported with concretes such as Numicon or cubes. We will explore composition (making) and decomposition (breaking down) amounts alongside number bonds, again using concrete objects to visualise. We will create our own Numberblocks and explore the different ways an amount can be made.

We will investigate volume and capacity using a range of containers. Our aim is for the children to be able to identify when a container is full, half full or empty. When ready we will use non-standard units (a cup) to measure the capacity of a larger container.

We will learn that there are different amounts of time and work out practically what can be done in each for example, can we eat a sandwich in 5 seconds?

### How to support at home

Watch Numberblocks. The episodes are full of amounts/numbers composing and decomposing which will build up the children's addition and subtraction fact knowledge.

Ask simple addition and subtraction questions – Subtraction is often trickier to grasp. – “How many ways can you make 4?”

Highlight the times of the day, morning, afternoon etc and the common events you do during these times of the day.

## Understanding of the World

### Objectives

- Knows about similarities and differences between themselves and others and among families, communities, cultures and traditions
- Understand the effect of changing seasons on the natural world around them including the weather
- Plant seeds and learn how to care for growing plants
- Draw information from a simple map
- Understand the key features of the life cycle of a butterfly
- Make observations of plants and explain why some things occur
- Understand the need to care for and respect the natural environment and living things
- Recognise the difference between different animals such as pets, fish and farm animals
- Identify different minibeasts and where they live
- Comment on images of familiar situations in the past
- Independently login and begin to navigate simple programs on a computer or iPad

### In school we will:

Learn about history and the past by looking at similar images from different times. For example, a modern school compared to one from the past.

We will learn about how to grow and care for plants by growing beans and learn the steps of a simple plant life cycle.

Ask the children to share their beliefs, tastes, traditions and cultures. Highlight and discuss how these may be similar and different to those of our peers. We will be discussing and learning about different beliefs and celebrations such as Easter and Ramadan.

We will begin to understand different types of animals such as insects. We will begin to learn about simple habitats and discuss where they live.

Learn about the season Spring and what this brings in the UK.

### How to support at home

On the walk to school talk about what you can see, hear, smell or feel. Noticing new plants growing and blossom on trees.

Explore Purple Mash, Busy Things or Reading Eggs allowing the children to develop their computer skills.

Talk about your own childhood, showing pictures if possible, and how things are different or the same.

Reinforce the importance of caring for our natural world and the living things in it.

## Literacy

### Objectives

- Continue a rhyming string
- Use illustrations to interpret text
- Re-enact stories in their play
- Describe events, characters and settings in detail
- Re-read books to build confidence in word reading, their fluency, understanding and enjoyment
- Read some phase 3 tricky words
- Write all phase 2 and some phase 3 tricky words
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.
- Hear, identify and record the initial, final and medial sound in words
- Segment words into sounds and record each sound in order
- Form lower-case and capital letters correctly
- Write short sentences with known letter-sound correspondences

### In school we will:

Develop sentence writing including using a capital letter, finger spaces between words and a full stop.

Begin Book Club. Children will read decodable books matched to their phonic knowledge.

### How to support at home

Complete the weekly homework. Read the reading book provided (more than once to develop word recognition and confidence).

## Phonics

### In school we will cover:

Phase 3 – Review ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er, air.

Review – Words with double letters and longer words – Chunking.

Words with 2 or more digraphs.

Words ending in ing

Compound words.

Words with s in the middle /z/ s, ending in -s, with -es at the end /z/.

**Tricky words** – is, as, I, his, has, the, put, pull, full, push, and, go, no, of, to, into, she, he, we, me, be, was, they, you, sure, pure, all.

### Vocabulary

Phoneme – Is the smallest unit of sound within a word

Grapheme – The letter or letters that represents the sound

Digraph – Two letters that make one sound – ee, or

Trigraph – Three letters that make one sounds – igh, ear

## Expressive Art and Design

### Objectives

- Explore, use and develop understanding of a range of artistic techniques (still life, cartoon)
- Creates representations of imagery and real-life ideas, events, people and objects
- Draw using observation
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Play musical instruments with increasing control to express their feelings and ideas
- Using a variety of tools and materials plan and create models with a goal in mind
- Create and perform simple group role plays using stories, their own experiences and knowledge

### In school we will:

Learn how to follow simple steps to draw something – cartoon style.

Learn how to do still life drawings using fruits and vegetables. We will experiment with shading when sketching and explore how using different levels of pressure changes our outcome.

We will create our own farm using junk modelling.

Using our weekly texts, we will learn how to collaborate and create simple role plays, then perform these to the class.

We will let the children experiment with new musical instruments.

We will teach the children how to play new musical instruments.

### How to support at home

Highlight different types of drawings you may see in books or on television.

Continue listening to a range of music. Highlighting the tempo and pitch.

Ask the children to recount simple stories they have just read or heard.