

Physical Development

Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing).
- Build hand strength.
- 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 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.

Communication and Language

Objectives

- Learn rhymes, poems and songs.
- Listen attentively to and talk about stories.
- Retell a familiar story in their own words.
- Learn new vocabulary through stories, lessons and interactions.
- Recall and use new vocabulary.
- 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.
- Share their ideas, feelings or actions in clear sentences.
- Use correct plurals and tenses when speaking.
- Use connectives when talking to peers to share ideas and move play forward.
- 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.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

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 our feelings.
- Bring their own experiences into their play.
- Understand right and wrong.
- Follow rules and explain why they are important.
- Talk about their wants and interests.
- Talk about and understand the perspectives of others.
- Independently solve problems and conflicts using 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.

Parental Involvement

Terrific Tuesday's

Eid Dress up Day

Curriculum Workshop – 23th of April



BIG EXPERIENCES

Street Dance Workshop

Surrey Street Market Visit

Maths

Objectives

- Understand, respond to and act on language of position and direction.
- Investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look from different perspectives
- 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)
- Identify odd and even numbers (to 10)
- Subitise amounts to 10 (spotting smaller groups within larger groups)
- Make increasingly accurate estimates of appropriate amounts

In school we will:

We will introduce odd and even numbers and link these to sharing an amount equally.
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 the words share, double, equal, not equal in practical situations. "You have 4 sweets, can we share them equally?"

Understanding 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 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 the names and how to identify simple materials using words such as flexible and strong.
We will explore floating and sinking.

Literacy

Objectives

- Continue a rhyming string.
- Re-enact stories in their play.
- 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 taught 2 and 3 letter tricky words.
- Re-read what they have written to check that it makes sense.
- Independently create and write simple sentences.
- Write simple phrases and sentences that can be read by others.
- Write recognisable letters, most of which are formed correctly
- Segment words into sounds before writing them.

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.

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 play.

In school we will:

Create mosque silhouette paintings to celebrate Eid.
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.