

Personal, Social and Emotional Development

This area provides the children with experiences which will help them to develop a sense of themselves and of others; respect for others, social skills, self confidence and a positive disposition to learn.

This term the children will be learning:

- To develop self esteem and confidence.
- How to keep safe.
- To take turns and share.
- To develop independence.
- To take responsibility for belongings and possessions.
- To develop patience.
- How to maintain friendships.
- To be sensitive to the needs of others.
- How to solve problems by communicating effectively and without aggression.
- To understand the simple school rules with particular emphasis on our Values.
- The importance of oral hygiene.

Physical Development

In this area the children will be given opportunities to be active and interactive to improve their skills of coordination, control, manipulation and movement. They will be helped to develop an understanding of the importance of physical activity and making healthy food choices.

This term the children will be learning:

- To move with control and coordination.
- To travel around, under, over, through and off, balancing and climbing equipment with confidence.
- To experiment with different ways of moving.
- About keeping fit and the importance of a healthy diet.
- To hold a pencil with correct tripod grip and use the correct letter formation when writing.
- To develop ball skills.
- To consider and manage risks when tackling new challenges.
- To dress and undress independently and to manage fastenings.
- To take responsibility for their belongings.
- To use tools (e.g. scissors and modelling tools) and equipment safely and correctly.

Communication and Language

This area will develop the children's competence in communicating, speaking and listening. The children will have opportunities to use their skills in a range of situations and for a range of purposes.

This term the children will be learning:

- To maintain attention during an activity.
- To have two-channelled attention (to listen and do for a short time).
- To listen and respond to other people's ideas.
- To follow a verbal story.
- To use a range of tenses (e.g. play, playing, will play, played)
- To give explanations of why things happen.
- To ask questions about why things happen e.g. who, what, when, how.
- To link statements and be able to stick to a main theme or intention.

Literacy

This area will develop the children's reading and writing skills and they will be supported and extended when appropriate.

This term the children will be learning:

- To hear and say the phonemes (sounds) in words.
- To segment and blend phonemes orally.
- To link phonemes and letters.
- To recognise and use phonemes from *Little Wandle letters and Sounds Revised* Phases 2 and 3.
- To know the *Tricky Words* from *Little Wandle Letters and Sounds Revised* Phases 2 and 3.
- To read simple words and sentences.
- To write their own name, labels and captions.
- To write short sentences.
- To discuss what they have read and understood.
- To use clearly identifiable letters to communicate meaning.

We use a variety of books and the published scheme Collins Big Cat to support the children in learning to read. Please encourage your children to read a variety of books at home, as well as books sent home from school.

Maths

In this area, the children will be supported in learning key number skills and about shapes and early measuring. They will use their problem solving and numeracy skills in contexts in which they can explore, enjoy, learn and talk about their developing understanding.

This term the children will be learning:

- To count to 20 and back (then beyond 20).
- To count 10 and then 20 objects.
- To recognise numerals 1-20 and beyond.
- To represent numbers using fingers, marks on paper or pictures.
- To count irregular arrangements of objects e.g. by lining them up or moving them.
- To add groups of objects.
- To find one more or one less of a group of objects.
- To begin to use mathematical language.
- To use mathematical names of solid 3D shapes and flat 2D shapes.
- To use shapes appropriately for tasks e.g. using the correct size brick or the correct shape for facial features.
- To use mathematical terms to describe shape e.g. long, short, corners, vertices, edges and sides.
- To use positional language.
- To order items by weight, capacity, length or height.
- To order and sequence familiar events.
- To measure short periods of time with a non-standard unit and use related to time.

Understanding the World

In this area the children will have the opportunity to explore their natural environment and be supported to make sense of the world in which they live. The children will also explore different cultures and religions in carpet sessions and through their play and continue to explore the past. This term we will pay a particular focus on thinking about different foods, where they come from and why we need them and we will also be looking at 'people who help us'.

This term the children will be learning:

- To look closely at similarities, differences, patterns and change.
- About different communities, cultures, beliefs and celebrations relevant to them and their peers.
- To observe, discuss and record what they see.
- To be able to make observations of animals and plants and explain why some things occur.
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories, including figures from the past.
- To understand the effect of changing seasons on the natural world.