

Personal, Social and Emotional Development:

Jigsaw PSHE Scheme: Dreams and Goals

Learning about the meaning of the value of responsibility and how to show this in our actions e.g. each child has a responsibility for taking care of something in our classroom.

Learning to be a 'stick-o-saurus' when facing a challenge in our learning e.g. Set a goal and try not to give up.

Developing an awareness of the future and how this relates to setting goals e.g. what will I do when I grow up?

Learning about personal hygiene – handwashing before eating, toileting and to help us keep safe from germs.

Mathematical Development:

Number 5 – digging deeper:

Comparing 2 sets of numbers to 5.

Exploring the composition of numbers to 5.

Using the language of part and whole children will learn about the relationships between numbers to 5 e.g. the whole number 5 can be made up of the parts 2 and 3.

Learning about ordinal numbers e.g. 1st, 2nd and 3rd

Learning about subitising by looking for smaller numbers in a visual representation e.g. I can see 2 dots and 2 dots so I know it's 4.

Exploring different ways to partition 5.

CBeebies Numberblocks characters (see BBC website) are used to gently introduce concepts of number to support early mathematical understanding. We will be deepening their understanding of the numbers 0-5 using the Numberblocks Videos.

A few ideas to support your child at home:

Daily reading routine (reading book, speed sounds, red words).

Use magnetic letters to build simple words then blend the sounds to read them. Here are some examples: hat, fan, wet, den, pin, lid, log, hop, tub, fun, shop, fish, chin, chop, much, thin, moth, quiz, quick.

Practise letter formation (use the handwriting phrases. Ensure correct pen hold and good seating position at a table.)

Physical Development:

Develop small motor skills e.g. using tools, paintbrushes and scissors with greater control

Handwriting skills – Carefully tracing patterns. Learning the specific formations for each letter of the alphabet in their families i.e. curly caterpillar family (c, o, a, d, g, q, f, e) ladder family (l, i, t, j, u, y) one-armed robot family (r, n, m, b, k, h, p) zig-zag monster family (z, v, w, x)

Learning to travel in different ways with confidence and skill with PE balancing equipment e.g. under, over, through.



Once Upon a Time



Understanding the world:

Observing and talking about different materials and how they change e.g. dough when cooked, water when frozen, chocolate when melted.

Finding out about the process of growing and harvesting and bread making.

To find out about other cultures and celebrations in our world (Chinese New Year) and explore similarities and differences with our own experiences.

Finding out how things work e.g. remote controlled toys, i-pad, simple computer programmes.

Expressive Arts and Design:

Exploring different types of paper and how they can be manipulated to create an effect e.g. cutting, folding, ripping, scrunching etc.

Use different materials to create simple representations of events people and objects in our traditional tales e.g. paper dragon, gingerbread biscuit.

Learning how to use special tools to join materials e.g. needle and thread.

Communication, Language and Literacy:

In Read Write Inc. we are learning to:

Say our speed sounds – recognise and say the sound with speed for each of the letters and special friends (two letters that make one sound such as 'sh') we have learned (see weekly newsletter for RWI links).

Read Green words – These are words we can sound out (Fred Talk). We check first to see if there are any 'special friends' (e.g. the ch in chip) before we 'Fred Talk' the word. We listen to what we have said and then say the whole word.

Red words – These are words we cannot sound out e.g. the, I, to, no, go. The children just need to learn to recognise and say the whole word rather than 'Fred Talk' it. Remember 'you cannot Fred a Red!'

This half of term we are learning to read and write simple captions using our knowledge of letters and sounds e.g. I can see a red bus.

Develop storytelling language, join in with repeated refrains, retell known stories in our own words using story language e.g. Once upon a time, happily ever after.