



Into the Woods!

<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number</p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p style="text-align: center;">Numerical Patterns</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Reading</p> <p style="text-align: center;">Reading Comprehension</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center;">Word Reading</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words.</p> <p style="text-align: center;">Writing</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense Listen to and hear the sounds in CVC, CVCC and CCVC words Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. Spell some taught common exception/ high frequency and familiar words.</p>
<p style="text-align: center;">Communication and Language</p> <p>Understand how to listen carefully and why listening is important. (C&L) Listen carefully to rhymes and songs, paying attention to how they sound.(C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. (C&L) Learn new vocabulary. (C&L) Use new vocabulary through the day. (C&L) Use new vocabulary in different contexts.(C&L) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay (ELG LIT C)</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>I know that sometimes I may not achieve my goal. I know some strategies to overcome hurdles. I know that some skills take time to learn. I know some healthy foods and drinks. I know the jobs of the different food groups. I know the '5 ways to wellbeing'. I know some activities to promote positive mental health. I know my body changes during exercise. I know why our bodies need sleep.</p>

Perseverance

Respect

Honesty

Kindness

Faith

Friendship

Forgiveness

Responsibility



<p>Physical Development Gymnastics - Apparatus</p> <ul style="list-style-type: none"> I know how to use apparatus safely. I know how different types of apparatus can be used. I can climb confidently and begin to pull up on equipment. I can mount stairs, steps or climbing equipment using alternate feet. I can jump off an object and land appropriately. I can travel with confidence and skill around, under and over 	<p>Expressive Arts and Design Exploring mixing colours/Paint my World</p> <p>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Understanding the World Observation of living things/Looking after our world</p> <p>To talk about some of the things they have observed such as animals and natural objects. To ask questions about the natural world. To show care and concern for living things and their environments. Begin to understand the effect their behaviours can have on the environment. Looks closely at similarities and differences in changes to living things. To make observations of animals and explain why something occur and talk about changes. Recognise some environments that are different from the one in which they live. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Comparing Different environments/Looking after our World We have to look after the place where we live Litter has a harmful effect on the areas where we live, work and play People need to put their rubbish into the bin and not throw it on the ground We have to be kind to plants and living things The difference between some natural materials and human-made materials Materials can be used to make things</p>
<p>Modern Foreign Languages Le Calendrier (Dates)</p> <ul style="list-style-type: none"> Learn to say the days of the week Learn to say the months of the year Learn to say a whole date (birthdays, etc.) Reinforcing learning from previous terms 		
<p>Curriculum enrichment – additional opportunities, visits and / or visitors.</p> <p>Whole School Assemblies Library Visits Visits to the Forest to look for bugs.</p>	<p>How can you help your child this term?</p> <ul style="list-style-type: none"> Use the weekly F1 Newsletters to help discuss what your child has been doing at school. <ul style="list-style-type: none"> Practise the new phonic sounds we will be learning Practice writing simple words and sentences using the sounds they can hear. <ul style="list-style-type: none"> Read their reading book as much as you can. Read stories together at home as much as possible. Practise counting and recognising numbers at home and around the immediate environment. 	