



Let's Celebrate!!

<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number Your child will:</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p style="text-align: center;">Numerical Patterns</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately.</p> <p>Talk about and identifies the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Reading Reading Comprehension Your child will begin to:</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p style="text-align: center;">Word Reading Your child will:</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word – recognise words with the same initial sound, such as money and mother</p> <p style="text-align: center;">Writing Your child will:</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all their name. Write some letters accurately.</p>
<p style="text-align: center;">Communication and Language</p> <p>We will use a wider range of vocabulary.</p> <p>We will develop our understanding of a question or instruction and recognise that it has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>I know I have positive attributes. I know others may have different likes/dislikes to myself. I know differences should be celebrated. I know different families may have different traditions and customs. I know people live in different types of home. I know what makes my home feel safe. I know different ways to show kindness. I know different ways to be cooperative. I know how to show friendly behaviour towards a peer.</p>

<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Dance</p> <p>I know a range of ways I can move my body I know that the way I move can represent emotions.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Structures/Junk Modelling</p> <p>To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p>	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Let's Go Outside/What's changed?/Night and day</p> <p>To begin to understand that things change over time. Explore the seasons. To talk about the similarities and differences between seasons.</p>
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Perseverance

Respect

Honesty

Kindness

Faith

Friendship

Forgiveness

Responsibility



<p>I can move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. I can experiment with different ways of moving. I can begin to add some emotions or expressions</p>	<p>Explore mark making using a range of drawing materials</p> <p>Drawing/Marvellous Masks Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.</p>	<p>Explore the weather during different seasons. To explain why some changes happen (e.g. why leaves fall from trees) To understand some important process and changes in the seasons. Describe what they see, hear and feel whilst outside.</p> <p>There are different seasons The weather is different in each of the seasons It is warm or hot in summer It is cold in winter Plants and animals grow</p> <p>Explain what a birthday is .Explain what happens at a party Describe what fireworks are Describe what happens at Christmas in school / at home Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.</p>
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Modern Foreign Languages

Présentations

Greetings Introducing yourself and asking someone else's name Asking how someone is and responding.

<p>Curriculum enrichment – additional opportunities, visits and / or visitors.</p> <p>Pebble Mass celebration Joining whole school assemblies. Christmas performances and celebrations</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 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.
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