

# Literacy Under the Sea Maths

This term the children will be focusing on;

- Recognising and writing some or all of their name.
- Enjoying a range of Rhymes, Fiction and Non-Fiction texts.
- Engage in extended conversations about stories, learning new vocabulary.
- Write some letters accurately.
- 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; writing 'm' for mummy.

## Phonics

In Phonics we will be focusing on and Phase 2 Letters and Sounds. Focusing on the phonemes from Book 1, 2, 3 and 4 blending sounds together to read words.

Book 1—s, a, t, p

Book 2—I, n ,m, d

Book 3— g, o, c, k

Book 4- -ck, e ,u, r

Book 5— h, b, f, ff

Book 6—I, ll, le, ss

They will begin to use these phonemes to

Blend and read words such as g-a-t-e, c-o-n-e and b-l-e-ss.

### At home you could:

- Read a wide range of texts about the world around us.
- Sing a wide range of nursery rhymes and songs.
- Encourage your child to think about different places and cultures.

<https://www.phonicsplay.co.uk/>

[Letter and Number Formation  
\(doorwayonline.org.uk\)](https://www.doorwayonline.org.uk/)

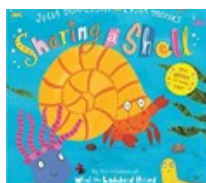
[Letters and Sounds, English Games for 3-5 Years  
- Topmarks](https://www.topmarks.co.uk/mathsgames/3-5-years/counting)

Love one another



as I have loved you.

At school,  
we will  
learn:



This term we will be focusing on the following skills:

- I am beginning to understand the composition of numbers 2 and 3.
- I can partition sets of 2 and 3 using a part part whole model..
- I count things of different sizes.
- I can understand cardinality when counting a small set of objects.
- I compare quantities where amounts are obviously very different, - using 'more than' 'fewer than' 'the same'
- I am starting to understand the composition of numbers 2 and 3 and can partition sets of 2 and 3 objects using a part-part whole model.
- I 'share' from a whole or a quantity of objects.
- I extend and create ABAB patterns with shape and number and I can spot and correct an error in an ABAB pattern.

### At home you could:

- Let explore money through first hand experiences for example, spending money in a shop.
- Give them opportunities to practise forming different numbers and symbols.
- Develop counting amounts and matching to numerals.

[EYFS maths skills - Numbers, counting sequencing for early year's children - Bud's Number Garden - BBC Bitesize](https://www.bbc.com/bitesize/early-years/1-2/learning-objectives/mathematics/numbers/counting-2)

<https://www.topmarks.co.uk/mathsgames/3-5-years/counting>

<https://www.growinghandsonkids.com/hand>

# Religious Education

## Special Celebrations.

This unit is designed to raise the children's awareness of occasions for celebration, particularly marriage. That celebrations are happy occasions which may include prayers



### Continuous unit throughout the year

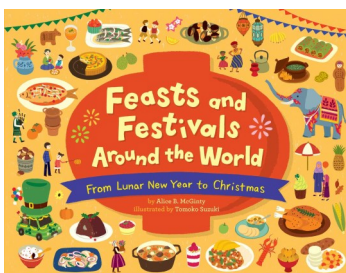
The unit will develop the children's knowledge experience of the Bible and Mary being the mother of Jesus.

### At home you can help by:

- Attend mass each week.
- Set aside a special time of day to pray and reflect together as a family.
- Have a special place in your home dedicated to God.
- Continue to practise our classroom prayers as a family.

**PRAYER**

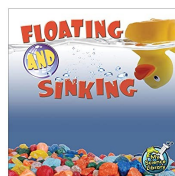
Encourage children to think about their what brings them joy and happiness. Ask them to think about how they can spread joy and happiness to others. Ask them to think about different celebrations and explore how different places and cultures celebrate.



**At school,  
we will  
learn:**



**This could  
help:**

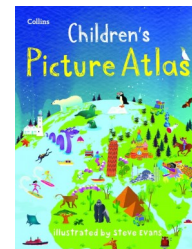


# Understanding the World

Understanding of the World focuses on other people, the place where they live and about all aspects of the environment.

### Throughout this term, the children will:

- Explores forces and uses new vocabulary to describe them.
- Explore and talk about different forces they can feel.
- Talk about what they see using a wide vocabulary.
- Explore how things work.
- Explore the natural environment and identifies some similarities and differences.
- Identifies some features on a map.
- Can understand simple differences about people. For example where they live and another place.
- Is developing positive attitudes about differences between people.
- Begins to understand changing states of matter for example freezing and melting.
- Explores floating and sinking.



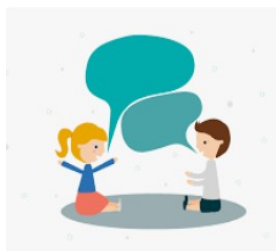
-Explore different maps and a globe.

-Explore different buildings and places of worship.



## Communication and Language

- Uses longer sentences of 4-6 words.
- Starts a conversation with an adult or friend and continues it for many turns.
- Asks questions using a range of question words.
- Can link sentences with words such as 'and', 'or' and 'because.'
- Shows understanding of some 'why' questions e.g. why do you think the caterpillar got so fat?
- Enjoys talking and playing with other children or adults.
- Follows two-part instructions reasonably well e.g. Get me the scissors and some paper from the drawer please.
- Enjoys a wide range of make-believe play and dressing up.
- Listens to a story or information text, talks about it and answers simple questions about what they have heard
- Sings a large repertoire of songs.
- Uses talk to plan games with others, sustaining ideas for short periods'
- Enjoys playing with language, e.g. starts to make simple 'jokes.
- Is beginning to be able to pay attention to more than one thing at a time.



## This can help:

- Playing games and jigsaws.
- Role play with your child.
- Exposing your child to different stories and vocabulary.

## At school, we will learn:



## At home, you can help by:

## Expressive Arts and Design

- Play instruments with increasing control to express their feelings and ideas.
- Uses instruments, including music apps, to experiment with making music to express their feelings and ideas.
- Plays an instrument to a simple beat.
- Talks about how music makes them feel.
- Create their own songs or improvise a song around one they know.
- Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
- Can mix own paint – primary colours.
- Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Begins to use objects to represent something else in pretend play.
- With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
- Use drawing to represent ideas like movement or loud noises.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.



## You could also encourage your child to:

- Engage in role play - creating imaginative play and include a story line in their play.
- Listen to and join in with songs, music and dance.
- Explore different sounds using instruments, creating music.

# PS

## Personal, Social and Emotional Development

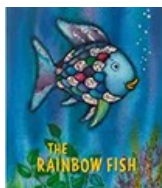
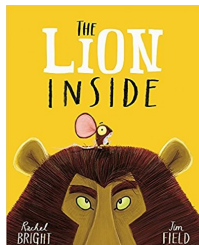
- Expresses a wide range of feelings including excitement, anxiety, guilt and self-doubt.
- Can sometimes say what has made them feel that way.
- Can increasingly follow rules independently
- Is able to move away from chosen activity with some adult support.
- Usually knows what is right and wrong.
- Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support.
- Dresses with help e.g. puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper.
- Can identify what they need help with and seek support from an adult or another child.
- Shows confidence and self esteem through being outgoing towards people, taking risks and trying new things/social situations.
- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.



- Children will also take part in Catholic 'Ten Ten' sessions to develop their Journey of Faith and Personal, Social and Emotional Development.
- Encourage independence when dressing and undressing.
- Encourage children to ask for help.
- Talk to them about friendships and what it is like to be a good friend.

<https://www.dentalhealthcare.nhs.uk/downloads/category/early-years/>  
[Eating well early years — First Steps Nutrition Trust](#)

## At school, we will learn:



# PD

## Physical Development

- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



## This can help:

- Encouraging your child to try new things and do some extracurricular activities where possible.
- Encouraging and developing gross and fine motor skills, by getting your child to play with paint, use play dough, thread, use chalk on the concrete and begin to practice writing with a good pencil grip.
- Play games like catching and throwing,