



Literacy

Growing - Traditional Tales

Maths

This term the children will be focusing on;

- Recognising and writing some or all of their name.
- Enjoying a range of Traditional tales, focusing on repeating phrases and anticipating key events within a story.
- Developing a growing awareness of rhyme, rhythm and alliteration.
- Using symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'.

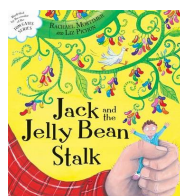
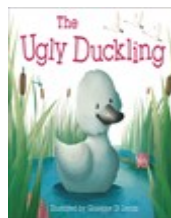
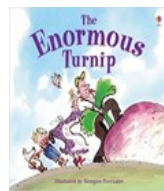
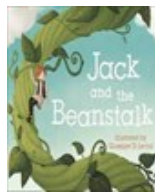
Phonics

-In Pre Phonics and Phonics we will be focusing on **Phase 1 and Phase 2 Letters and Sounds**.

Love one another



**At school,
we will
learn:**



This term we will be focusing on the following skills:

- Understanding that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Using the language 'long' and 'short' to compare length, 'tall' and 'short' to compare height, 'heavy' and 'light' to compare mass and 'full' and 'empty' to describe capacity.
- To compare quantities using 'more than' 'fewer than' in play
- To solve real world mathematical problems with numbers up to 5.

At home you could:

- Read a wide range of traditional tales.
- Sing a wide range of nursery rhymes and songs.
- Recognise words with the same initial sound, such as money and mother
- Start to listen and sound out different sounds within words. For example:

p-a-n or s-i-t

- Play matching word card games or jigsaws.
- Support developing fine and gross motor skills with activities such as baking, painting and playing with play dough.
- Use tools such as magnets to recognise and begin to form their names.

At home you could:

- Encourage your child to use their number skills in everyday situations.
- Let explore money through first hand experiences for example, spending money in a shop.
- Encourage them to use Mathematical language (such as heavy and light) and compare amounts (more than and fewer than),
- Give them opportunities to practise forming different numbers and symbols.
- Develop counting amounts and matching to numerals.

<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)

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

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

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



Religious Education

Lent—Jesus and His Father

They will learn that God is the Father of Jesus and that the sign of the cross is about God and Jesus. They will know that purple is a colour used at this time



Holy Week –Hearing

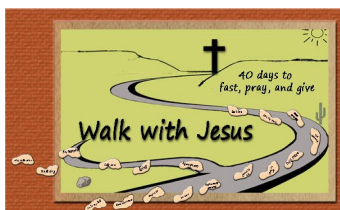
They will think about the sacrifices Jesus made for us and think about how Jesus died on the cross.

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 Lenten promises and think about how they will walk with Jesus during Lent.



At school, we will learn:



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:

-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

I know what a map is used for. I know I live in Coventry, England

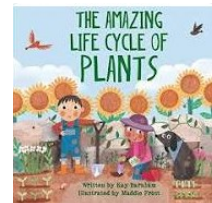
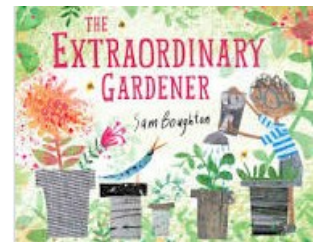
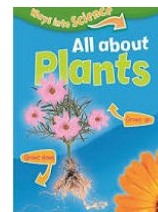
-I explore and describe forces

-Plant seeds and care for growing plants.

-Understand the key features of the life cycle of a plant and an animal.

-I can understand the past tense.

-Talk about the differences between materials and changes they notice.



This could help:

Explore different forces using a toy car or a kite.

Explore cooking, melting chocolate or freezing and making your own lollipops.



C&L

Communication and Language

- Uses talk to organise themselves and their play.
- Asks questions using some question words
- Expands own vocabulary, including some school specific language eg I saw it in group time.
- Starts a conversation with adult or friend with some turn-taking.
- Can describe ideas that have already happened.
- Talks with a growing range of other people
- Engages in a wider range of make-believe play and dressing up.
- Uses talk to organise themselves and their play e.g. 'let's pretend we are in a jungle....
- Follows a simple two-part instruction e.g. pick up your coat and hang it up.
- Shows understanding of simple questions (through actions or words).
- Follows a simple two-part instruction e.g. pick up your coat and hang it up.
- Enjoys listening to longer stories, can remember much of what happens and talk about it
- Sings a repertoire of songs and rhymes.



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 A&D

Expressive Arts and Design

- 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.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Create their own songs or improvise a song around one they know.
- Use drawing to represent ideas like movement or loud noises.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.



<https://www.bbc.co.uk/cbeebies/makes>

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.

PSED

Personal, Social and Emotional Development

-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them

-Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

-Understand gradually how others might be feeling.

-Develop their sense of responsibility and membership of a community.

-Make healthy choices about food, drink, activity and toothbrushing.

-Play with one or more other children, extending and elaborating play ideas.

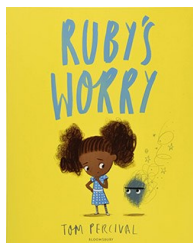
-Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.



- 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.dentalhealthcareeoe.nhs.uk/downloads/category/early-years/>
[Eating well early years — First Steps Nutrition Trust](#)

At school, we will learn:



Physical Development

-Show a preference for a dominant hand.

- Uses a range of smaller implements with developing control.

-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

-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.

-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.

-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.



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, football, dance and other ball games.