

Literacy Marvellous Me Maths

This term the children will be focusing on;
Understand the five key concepts about print:

- *print has meaning*
- *print can have different purposes*
- *we read English text from left to right and from top to bottom*
- *the names of the different parts of a book*
- *page sequencing*
- *Listen to and sing Nursery rhymes, and poems.*

Love one another



as I have loved you.

**At school,
we will
learn:**

This term we will be focussing on the following skills:

- Experiment with their own symbols and marks as well as numerals.*
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').*
- Manipulate objects to begin to develop an understanding of number.*
- Begin to explore 1:1 correspondence by movement of objects – e.g.: 1 bone for each dog*
- Select a small number of objects from a group. Please give me 1.*
- Begin to represent numbers using fingers*
- Begin to assign one counting word to each object.*

We will be focusing on **Phase 1** sounds this half term. We will be tuning into sounds, listening and remembering sounds and talking about sounds.

At home you could:

- *spot and suggest rhymes*
- *count or clap syllables in a word*
- *recognise words with the same initial sound, such as money and mother*

Engage in extended conversations about stories, learning new vocabulary.

Read to or sing with your child daily.

**At home,
you can
help by:**



Encourage your child to use their number skills in everyday situations.

You could:

- *Count the stairs as you climb them.*
 - *Select the right numerals to represent the correct numbers.*
- *Ask your child to count their toys or mark numerals in sand.*
- *Wherever possible, get your child looking at numbers in the environment around them.*

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

<https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>

<https://www.teachyourmonstertoread.com/>

<https://www.youtube.com/watch?v=BOLR3pQt8zg>

<https://www.edshed.com/en-gb/LetterTiles>

Phonics

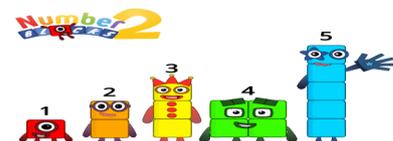
**This could
help:**



<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

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

<https://www.growinghandsonkids.com/hand-strengthening-activities-for-children.html>



Religious Education

Creation

During this unit, the children will develop the idea of creation and have a good understanding that Our Father created the world and everything that exists within it. They will think about their own God given gifts and they will think about what makes them special and different. They will also learn about how to make the sign of the cross and they will think about how this is a special sign within God's family.



At home you can help by:

- Attend mass each week, virtually or in person.
- 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

Think about and recognise the gifts they have which are God given.

Encourage your child to talk about the kind of person God intends them to be and how this can be seen through their actions.



**At school,
we will
learn:**



**This could
help:**

Understanding the World

Understanding of the World is about how children get to know about other people, the place where they live and about all aspects of the environment.

Throughout this term, the children will:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary- new setting.
 - Explore how things work.
 - Continue developing positive attitudes about the differences between people.
- Begin to make sense of their own life-story and family's history
 - Continue developing positive attitudes about the differences between people.



- Encourage independence when dressing and undressing.
 - Encourage children to ask for help.
- Discuss the new school rules that they have learnt... do they remember them?
- Talk to them about friendships and what it is like to be a good friend.
- Encourage your child to talk about what they have done, what they are proud of and what they have achieved.

C&L

Communication and Language

Throughout the term, the children will;
Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary within an enriched language environment.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

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.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for

At school, we will learn:



Expressive A&D

Expressive Arts and Design

Throughout the term, the children will;
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.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Use drawing to represent ideas like movement or loud noises.

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

Play instruments with increasing control to express their feelings and ideas.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

At home, you can help by:

- Talk about who is in your family, discuss past and present and how things have changed.
- Talk about who lives with your child, can they talk about their family?
- Talk about what you child is excited about this year at school.
- Ask your child some questions about stories they have listened to, this will develop their comprehension skills.

- Encouraging your child to sing songs and say nursery rhymes, join in with them.
- Experiment with paint... what colours can you make by mixing?
- Discuss their features, does everyone look the same?
 - Get messy and have some fun!

This can help:

- Listening games: Simon Says. Sound Hunt, Traffic Lights.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

<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

During this term, children will begin to;

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.

Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.

Develop their sense of responsibility and membership of a community.

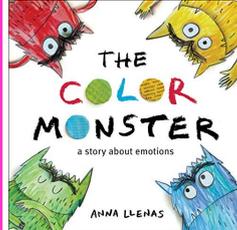
Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind 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.

At school, we will learn:



Children will begin to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

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.

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. .

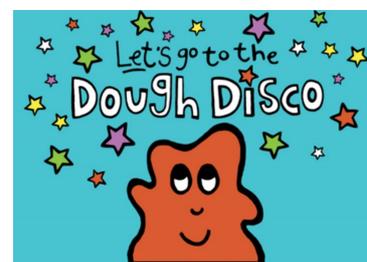
This can help:

- 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.

Dough Disco is a high tempo, high energy session with play dough. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing. If you wanted to have a go at home, there are some videos on you tube you can try, or simply put on your favourite music and dough dance away!

Here are some of the Dough Disco moves; Squeeze (small portions for smaller hands), pat, poke – using all your fingers one at a time, squash into a pancake, tear, twist, roll into a ball, roll into a sausage, pinch and use tools to make patterns – these can include household tools such as knives and forks, potato mashers, cookie cutters etc.

<https://www.youtube.com/watch?v=BOLR3pQt8zg>



- Children will also take part in Catholic 'Ten Ten' sessions to develop their Journey of Faith and Personal, Social and Emotional Development.



At home, you can help by:



https://www.youtube.com/watch?v=wCio_xVlqQ0

<https://www.dentalhealthcareeoe.nhs.uk/downloads/category/early-years/>