

Literacy Growing Maths

This term the children will be focusing on:
Recognising and writing some or all of their name.

- They will continue to develop their fine and gross motor skills.
- They will use different tools and materials to make purposeful marks..
- They will be encouraged to engage in extended

conversations about stories, learning new vocabulary.

- They will engage and learn about different stories and texts, rhymes and forms of writing.

Love one another



as I have loved you.

**At school,
we will
learn:**

This term we will be focusing on the following skills:

- We will be sequencing events, real or fictional, using words such as 'first', 'then...'
- Compare quantities using language: 'more than' and 'fewer than'.
- Counting an amount and recognising numerals..
- Recite numbers past 5.
- Solve real world mathematical problems up to 5.
- Focus on positional language. For example 'underneath' and 'on top'.

We will be focusing on **Phase 1 and Phase 2 within Letters and Sounds** this term. We will be thinking about the different sounds within words.

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
- Make different sounds using their voices, instruments and their body.
- Start to listen and sound out different sounds within words. For example:

c- a-t or s-a-t.

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



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

You could:

- Measure different amounts when baking at home and comparing ingredients or liquids.
- Use a toy and use positional language to move the toy around. 'Can you place the toy underneath the table?'
- Encourage your child to begin to use words such as 'first; and 'next'.

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

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

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

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

**This could
help:**



Where am I? Positional language Made Easy!
Free Games online for kids in Pre-K by Ace
Early Years (tinytap.com)

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

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

Religious Education

Christmas—Mary the Mother of Jesus

Children will explore the Christmas story and they will celebrate Jesus' birthday. They will understand that Mary is the Mother of Jesus and they will learn about how she loved and cared for Jesus.

Baptism

Children will understand that Baptism is when we join God's family and they will understand that water is special within Baptism.

God's Family

Children will learn about special and important people within their lives.



**At school,
we will
learn:**



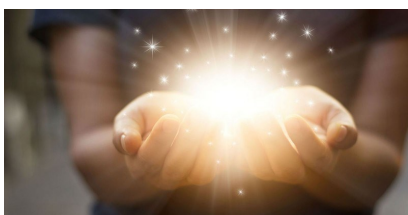
At home you can help by:

- 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

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.



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:

- Talk about what they see, smell and feel, using a wide vocabulary.
- Explore collections of materials with similar and/or different properties
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and a living creature.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about the differences between materials and changes they notice.



**This could
help:**

Explore your local environment.
Explore different materials and things that change throughout the year.



Communication and Language

- Enjoy listening to longer stories and begin to retell stories.
- Use a wider range of vocabulary.
- Use longer sentences of four to six words.
- Start a conversation with an adult or a friend, taking turns to talk.
- 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 especially irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation of sounds and words. Begin to use multi-syllabic words such as 'tadpole' and 'hippopotamus'.
- 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.
- Sing a large repertoire of songs and nursery rhymes.
- Be able to talk about familiar books such as traditional stories and retell a story.

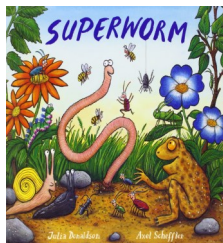
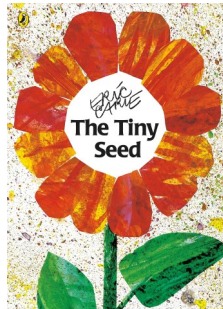


This can help:

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

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

At school, we will learn:



At home, you can help by:



Expressive Art 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 drawings 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.



You could also encourage your child to:

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

Personal, Social and Emotional Development

Physical Development

- Select and use activities and resources, with help when needed.
- 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 and drink.
- Become independent with their self care needs when toileting and brushing their teeth.
- 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.

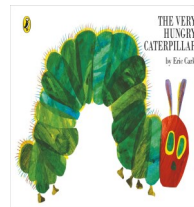
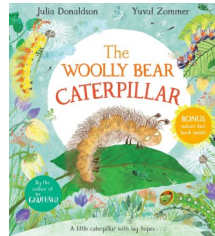


- Children will also take part in Catholic 'Ten Ten' sessions to develop their Journey of Faith and Personal, Social and Emotional Development.
- Encourage independence when dressing and undressing.
- Encourage children to ask for help.
- Talk to them about friendships and what it is like to be a good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

https://www.youtube.com/watch?v=wCio_xVlgQ0

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

At school, we will learn:



At home, you can help by:



- 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.
- 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.