



# Marvellous Me

## Literacy

This term the children will be focus on:

The Five key concepts of print:

- They will understand that print has meaning.
- That print can have different purposes.
- That we read English text from left to right and from top to bottom.
- They will understand that there are different parts within books.
- We will focus on page sequencing.
- We will take part and listen to daily rhyme and story time to develop these skills.
- We will also be teaching children to recognise their name and the sounds within it.

Love one another



### Letters and Sounds

Our Pre-School children will begin their 'Early Reading' journey, following the 'Letter and Sounds' programme.

We will be focusing on Phase 1 of 'Letters and Sounds' this half term. We will be tuning into different sounds., such as environmental and Instrumental sounds. Phase 1 of 'Letters and Sounds' will develop your child's letter and sound knowledge in readiness to move on to our chosen school phonics programme, 'Floppy Phonics'.

To support your child 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 and rhymes, learning new vocabulary.



## Maths

This term we will be focusing on the following skills:

- Experimenting with their own symbols and marks as well as numerals using different materials.
- 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. For example, "Please give me 1".
- Begin to represent numbers using fingers
- Begin to assign one counting word to each object. .
- We will sing daily number rhymes and songs, such as '5 Little Speckled Frogs' and '5 Little Monkeys jumping on the Bed.'



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

You could:

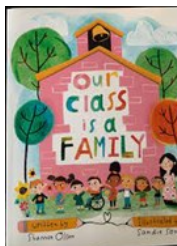
- Count the stairs as you climb them.
- Select the right numerals to represent the correct numbers.
- Ask your child to count their toys or mark numerals in different sensory stimuli such as sand and water.
- Wherever possible, get your child looking at numbers in the environment around them.
- Ask your child to think about terms such as 'more than' and 'fewer than'.



## Religious Education

### Creation

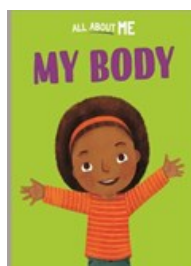
During this unit, the children will develop the idea of Creation and have a good understanding that 'Our Father' created the world and everything that exists within it. They will think about their own God given gifts and they will think about what makes them special and different. They will also learn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



- 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:

- Attending 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.
- 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.
- Ask your child to think about how we are all special and different.



## Understanding the World

Understanding of the World involves guiding children to make sense of the world around them. They will learn about the physical world around them and their local community. They will explore the world around them learning about different people, places, technology and different environments.

### 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.

### At home you can help by:

- Encourage children to ask for help.
- Ask children to describe what they see in their local environment.
- Ask children to think about the seasons and how they world around us changes.
- Ask children to think about the people within their family and school community and how they help us.
- Continue to support children when celebrating the differences between different people and places.

# Communication and Language

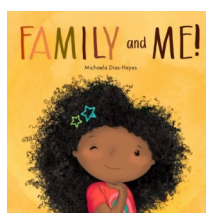
Throughout this term we will focus on:

- 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 'swam'



At home you can:

- 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.



# 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:

- 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.
- Experiment with paint... what colours can you make by mixing?

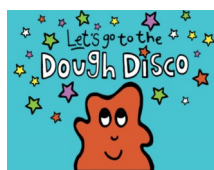
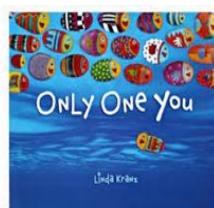
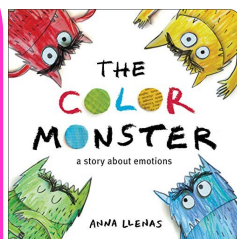


# Personal, Social and Emotional Development

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.
- Be increasingly independent when meeting their own care needs. For example, when brushing their own teeth and using the toilet independently.
- This is a useful website to support your child when learning to brush their teeth.

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



# Physical Development

Children will begin 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.
- Show a preference in a dominant hand.
- Develop their fine motor skills when using one handed equipment such as scissors.
- Use a comfortable grip with good control when holding tools such as chalk, pens and pencils.
- Be increasingly independent when getting dressed and undressed, for example zipping and unzipping their coat or changing into their wellies.
- Use and remember sequences and patterns of movements which are related to music and rhythm.



At home you can:

- Encourage 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 explore with different materials and tools. Such as baking, painting, cutting and gluing.
- Encourage your child to become more independent when getting dressed and undressed.