

# Literacy Superheroes Maths

This term the children will be focusing on;

- Recognising and beginning to form letters from their name.
- Continuing to develop their fine and gross motor skills.
- To continue using different tools and materials to mark make.
- To engage in different conversations about stories, developing their communication and language skills.
- To focus on different stories and nursery rhymes, linking to our pre-phonics and topic.

Love one another



as I have loved you.

**At school,  
we will  
learn:**

This term we will be focussing on the following skills:

- *Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.*
- *Extend and create ABAB patterns, for example stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*
- *Compare quantities using language: 'more than' and 'fewer than'.*
- *Counting to and recognising the numeral.*

We will be focusing on **Phase 1 from 'Letter and 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*
- *Make different sounds using their voices, instruments and their body.*

*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:

- Make patterns with natural objects you find outside such as leaves.
  - Select the right numerals to represent the correct amounts.
- Encourage your child to begin to use the terms 'more than' and 'fewer than'.
- Wherever possible, get your child looking at amounts and patterns in the environment around them.

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

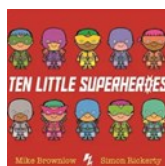
<https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>

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

<https://www.youtube.com/watch?v=BOLR3pQt8zq>

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

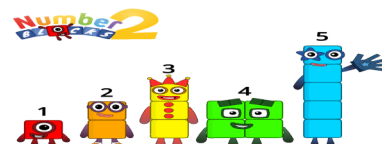
**This could  
help:**



<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

## God Our Father Cares for us

This unit is designed to explore relationships in the family and in the wider community. It will introduce the children to the idea of a Christian family and community. They will hear that when we hurt people we need to say sorry.

### Advent

This unit is designed to develop an appreciation that preparations are necessary. It introduces the idea of preparation for Christmas.



### 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.



## At school, we will learn:



# 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.
  - Show interest in different occupations.
- Think about real life heroes and how they keep our world safe.
- Continue developing positive attitudes about the differences between people.



## This could help:

- Think about the world around them and use their different senses to explore what they see, hear and smell.
- Encourage them to learn and find out about their school community, local community and church community.



# C&L

## Communication and Language

Use longer sentences of four to six words.

Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story

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 school  
we will  
learn:**



# Expressive A&D

## Expressive Arts and Design

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

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.

**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.



## 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.

• 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!

# PSED

## Personal, Social and Emotional Development

Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

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

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 in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands

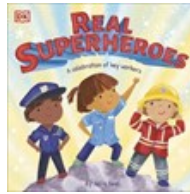
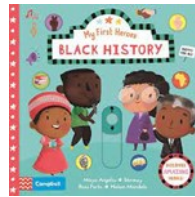
thoroughly.

- 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.
- Encourage your child to talk about what they have done, what they are proud of and what they have achieved.

## At school, we will learn:



## At home, you can help by:



### 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.

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

### 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=BOLR3pQt8zq>

