

## Personal, Social and Emotional Development:

Jigsaw PSHE Scheme: Dreams and Goals

Learning about the meaning of the value of responsibility and how to show this in our actions e.g. each child has a responsibility for taking care of something in our classroom.

Learning to be a 'Stick-o-saurus' when facing a challenge in our learning e.g. Set a goal and try not to give up.

Developing an awareness of the future and how this relates to setting goals e.g. what will I do when I grow up?

## Mathematical Development:

Using numbers in our play – in words, actions and pictorially.

Recognise and order our numerals from 1 to 10 and beginning to recognise numbers 11 to 20.

Say the number that is one more or one less from any number from 1 to 10 and begin to recall for numbers 11 to 20.

Learning to understand the concept of zero.

Beginning to understand and use the language of addition and subtraction e.g. add, equals, more, altogether, minus, less.

Learn to add by combining two groups and counting the total.

CBeebies Numberblocks characters (see BBC website) are used to gently introduce concepts of number to support early mathematical understanding. We will be deepening their understanding of the numbers 0-10 through addition and subtraction problems.

## Physical Development:

Self-care – Begin to understand how to have a healthy body and mind e.g. exercise, relaxation, eating, sleeping and hygiene.

Handwriting skills – Carefully tracing patterns. Learning the specific formations for each letter of the alphabet in their families i.e. Curly Caterpillar family (C, O, a, d, g, q, f, e) ladder family (l, i, t, j, u, y) one-armed robot family (r, n, m, b, k, h, p) zig-zag monster family (z, v, w, x)

Learning to travel in different ways with confidence and skill with PE balancing equipment e.g. under, over, through.

## Understanding the world:

Observing and talking about different materials and how they change e.g. dough when cooked, water when frozen, chocolate when melted.

To find out about other cultures and celebrations in our world (Chinese New Year) and explore similarities and differences with our own experiences.

Finding out how things work e.g. remote controlled toys, i-pad, simple computer programmes.

## Expressive Arts and Design:

Exploring different types of paper and how they can be manipulated to create an effect e.g. cutting, folding, ripping, scrunching etc.

Use different materials to create simple representations of events people and objects in our traditional tales e.g. clay troll, paper dragon, gingerbread biscuit

Learning how to use special tools to join materials e.g. needle and thread.



## A few ideas to support your child at home:

Daily reading routine (reading book, speed sounds, red words).

Use magnetic letters to build simple words then blend the sounds to read them. Here are some examples: hat, fan, wet, den, pin, lid, log, hop, tub, fun, shop, fish, chin, chop, much, thin, moth, quiz, quick.

Practise letter formation (use phrase in green speed sounds book. Ensure correct pen hold and good seating position at a table.)

Play simple board, dice and card games that involve counting on and back e.g. snakes and ladders.

Holding scissors safely and using them to cut along a straight line progressing to a simple shape.

We are learning to be **responsible**. Help your child to show this value at home e.g. tidying up their toys.

## Communication, Language and Literacy:

In Read Write Inc. we are learning to:

Say our speed sounds – recognise and say the sound with speed for each of the letters and special friends (two letters that make one sound such as 'sh') we have learned (these are in your child's green speed sounds book).

Hear and say 'Fred talk' – We listen to Fred the Frog who can only talk in sounds. We listen and try to put his sounds together to say the words e.g. Fred says d-o-g and we say dog. We are using 'Fred talk' to spell.

Read Green words – These are words we can sound out (Fred Talk). We check first to see if there are any 'special friends' (e.g. the ch in chip) before we 'Fred Talk' the word. We listen to what we have said and then say the whole word.

Red words – These are words we cannot sound out e.g. the, I, to, no, go. The children just need to learn to recognise and say the whole word rather than 'Fred Talk' it.

This half of term we are learning to read and write simple captions using our knowledge of letters and sounds e.g. I can see a red bus.