

## Personal, Social and Emotional

### Development: Jigsaw PSHE Scheme: Healthy Me

**Glorious Food** - Exploring the food we eat and thinking about which foods are healthy and not healthy choices.

**Sweet Dreams** - Finding out why sleep is good for us and how we can help ourselves get to sleep.

**Keeping Clean** - Learning when and how to wash our hands to keep ourselves well.

**Stranger Danger** - Learning what 'stranger' means and how to stay safe if a stranger approaches us.

## 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 send and receive balls** of different sizes. Ask your child to show you how to 'step, tick, tock' as they throw.

**Learning to play chasing games** with other children, adjusting speed or changing direction to avoid obstacles.

## Understanding the world:

Exploring the concept of the past and the language we use to describe this e.g. yesterday, before, last year, long ago. Explore the concepts 'new' and 'old' using people, objects, photographs.

To explore the topic of Dinosaurs using toys and a range of information sources e.g. books, internet, fossils, knowledgeable people. Compare the features of these creatures with those alive now.

To share the Easter Story from the Bible and learn that the cross is a special symbol for Christians.

## 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.

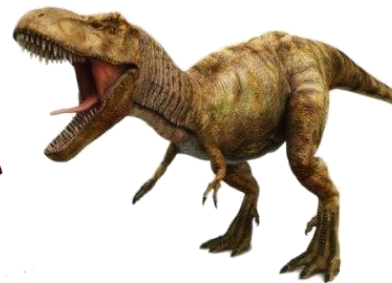
Exploring 2D shapes in play. Sorting these shapes by their features. Learning to remember and describe their properties using language such as 'sides' 'straight' 'curved' 'corners'

Learn to solve simple subtraction problems understanding that the total number will be less after taking some away. Describing this operation using words such as "minus" "take away" "subtract" "less" "fewer"

Exploring the concepts of length and weight by comparing and ordering a set of objects. To begin to use simple non-standard measures for length and weight e.g. how many bricks tall is it?



# Long, long ago



## Expressive Arts and Design:

Exploring the process of printing and how materials can be manipulated to create an effect e.g. layering, repeating. (Fossils, 2D shapes, patterns)

Learning techniques for assembling and joining materials e.g. Easter Basket.

Build their repertoire of songs and dances e.g. for special occasions such as Easter. To explore the sounds of different instruments in accompaniment..

## Communication, Language and Literacy:

In Read Write Inc. we are learning to:

**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 'ay') we have learned (these are in your child's green speed sounds book).

**'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.

**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 sentences. We are learning that a good sentence starts with a capital letter and finishes with a full stop. We are trying hard to remember to leave spaces between our words when we write.

## 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.

Explore the concept of the past within your own family context e.g. looking at photos and toys of your child at different stages of their life, looking at your family tree, sharing old photos and artefacts, telling stories.