



**Topic: “Heroes and Adventures”**

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| <p><u>Literacy</u></p> <p>We will be reading stories based on heroes and adventurers. The children will link their own experiences to non-fiction texts, talk about real adventurers from history and fictional heroes in stories.</p> <p>Children will: Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> <li>-Continue to spot and suggest rhymes.</li> <li>-Count or clap syllables in a word.</li> <li>-Use some of their print and letter knowledge in their early writing.</li> <li>-Write and recognise their name.</li> </ul> | <p><u>Mathematics</u></p> <p>The children will be focusing on:</p> <ul style="list-style-type: none"> <li>- Linking numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>- Experimenting with their own symbols and marks as well as numerals.</li> <li>- Solving real world mathematical problems with numbers up to 5.</li> <li>- Talking about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</li> </ul> | <p><u>Understanding the World</u></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>-Show interest in different occupations.</li> <li>-Explore how things work.</li> <li>-Continue developing positive attitudes about the differences between people.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Understand the meaning of the word ‘past’ and begin to talk about different heroes and adventures that they went on in the past.</li> </ul>                               |
| <p><u>Physical Development</u></p> <p>The children will be:</p> <ul style="list-style-type: none"> <li>-Choosing the right resources to carry out their own plan.</li> <li>-Use a comfortable grip with good control when holding pens and pencils.</li> <li>-‘Write’ their name at every opportunity supported name cards.</li> <li>- Balance and control their gross motor movements for a purpose.</li> </ul>  | <p><u>Personal, Social and Emotional Development</u></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>-Find solutions to conflicts and rivalries, using speech with others to solve the problem.</li> <li>-Develop an understanding of how others might be feeling.</li> <li>-Increase independence to meet their own care needs.</li> <li>-Start to take part in some group activities, which they make up for themselves.</li> </ul>   | <p><u>Communication and Language</u></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>- Continue to question and to understand why things happen e.g. who, what, when, how.</li> <li>-Use the sounds learnt so far to help develop their pronunciation.</li> <li>-Explore structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>-Develop how to use longer sentences of four to six words and be able to express their point of view.</li> </ul>   |
| <p><u>Expressive Arts and Design</u></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>-Creating collages/models using scissors, glue, tape, paper and junk.</li> <li>-Join different materials and explore different textures.</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>-Respond to what they have heard connected with music, expressing their thoughts and feelings.</li> </ul> | <p><u>Personal Social Health Education (PSHE)</u></p> <p>The children will continue to have circle times where they are learning that everyone has the right to be heard but will continue learning:</p> <ul style="list-style-type: none"> <li>- How to make good choices in the classroom.</li> <li>- To identify important people in our lives.</li> <li>- To identify the people in my family and explain where they can get help.</li> <li>-To explain why we have friends</li> <li>- To identify how to manage feelings.</li> </ul>  | <p><u>Ideas for home to support</u></p> <ul style="list-style-type: none"> <li><b>-Read to your child daily.</b></li> <li><b>-Talk to your child about their day and give them small tasks to do around the house to build their independence such as putting on their own clothes or helping to prepare dinner.</b></li> <li>- Read stories in both English and their home language.</li> <li>- Talk to your child at home about feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.</li> <li>- Support your child to be independent, as they get dressed and undressed.</li> </ul> |

