

Personal, Social and Emotional Development

- Reinforce class/school routines.
- Take part in a variety of classroom activities.
- Continue to dress and undress independently.
- Continue to develop personal hygiene skills i.e. toileting and washing hands.
- Continue to build relationships with children and adults.
- Continue to make choices and decisions about activities.
- Reinforce skills of turn taking and sharing.
- Reinforce ways to keep safe in and around school.
- Reinforce good manners – please & thank you.

Physical Development

- Follow Jasmine Real P.E Scheme – Term 2
- Games – focus on using beanbags.
- Develop gross motor skills – outdoor toys & play equipment.
- Develop fine motor skills – pincer grip, pegboards, tracing & threading.
- Write Dance – ‘Volcano’
- Parachute & playground games
- Use a pencil with a good control
- Begin to dress independently
- Keeping safe - road safety, bonfires, firework code

Literacy/English

- Phase 1 activities continued. Introduce Phase 2 graphemes: ‘ck, e, u, r, h, b, f, ff, l, ll, s, ss, j, v, w, x’.
- Assess and revise previous sounds taught. Letters and Sounds, Jolly Phonics (songs) and Phonics Bug. Continue to recognise key words.
- Handwriting patterns & letter formation.
- Label story maps.
- Model writing for children using patter.
- Continue to develop writing name in cursive script.
- Literature linking to topic of Light and Dark

Communication and Language

- Take part in class discussions
- Listen to stories with increasing attention and recall.
- Join in with repeated phrases and anticipates key events in stories
- Develop understanding of prepositions such as under, over, on top
- Respond to simple instructions
- Begin to understand Why? and How? questions
- Begin to develop vocabulary focused on objects and people important to them

Mathematics

- Numbers (Securing numbers 1-5)
- Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.

Expressive Arts & Design

- Light and Dark – how can we represent light and dark in different ways?
- Topic and Christmas songs.
- Tap out simple rhythms
- Use story props
- Imitate movement in response to music
- Join construction pieces together and make models for a purpose using a range of resources
- Design & make Christmas cards

Development Matters in the Early Years Foundation Stage (EYFS)

- Please click [here](#) for a link to the [Development Matters](#)

Our Learning Journey

Our enquiry this term is:
“How do we celebrate?”

- We will be talking about celebrations from all around the world and learning about different traditions.

Home Learning

- **Reading at home** – We will be sending out reading books later in the term. Please read at least 3 times a week with your child. It is also valuable to share books for enjoyment and encourage children to choose and look at books independently. We would love to learn more about your favourite books.
- **Phonics** – When we begin phonics, we will send home the sounds and tricky words that we have learned during the week. Please revisit these at home and practise reading and writing them. We encourage any writing at home. (e.g.: names, shopping lists, stories)

Understanding the world

- Share birthdays & personal cultural events.
- Develop computer skills
- Introduce Beebots - explore moving forwards, backwards etc.
- Using eBooks
- Find out about festivals
- Discussing light and dark – children’s enquiry.