

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.

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.

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:
"Where do animals live?"

- We will be talking about different habitats.

Physical Development

- Foundation Stage – Jasmine Real PE – Cognitive Skills.
- Discuss changes that take place in the body after exercise.
- Develop gross motor skills – outdoor toys & play equipment.
- Develop fine motor skills – pincer grip, pegboards, tracing & threading
- Handle tools, objects, construction and malleable materials safely and with increasing control

Mathematics

- Say and use number names in familiar contexts.
- Recite number names from 1 to 20, then beyond.
- Know that numbers identify how many objects are in a set
- Count reliably - including counting out objects from a larger group
- Count actions or objects which cannot be moved and irregular arrangements of objects
- Estimate number of objects and check by counting.
- Use the language of more and fewer to compare 2 sets of objects
- Say one more and one less than a given number
- Use practical apparatus for addition and subtraction of 1 digit numbers
- Name 2d and 3d shapes
- Discuss & recognise repeated patterns.
- Begin to use the vocabulary of time i.e. day, night yesterday, tomorrow etc
- Finds one more or one less from a group of up to five objects.

Home Learning

- **Reading at home** – 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** – 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)

Literacy/English

- Teach children to recognise letters and sounds – recap phase 2 sounds and introduce phase 3 sounds: qu, sh, ng, ai, ee, igh oa, oo, ar, or, ur, ow, oi, th
- Orally blend and segment CVC words for reading and spelling eg. cat, fun, bet
- Teach tricky words – from keyword list that cannot be sounded out
- Handwriting patterns & letter formation.
- Label story maps and retell stories
- Learn how to write in sentences.

Expressive Arts & Design

- Learn simple songs
- Work on steady beat and volume, recognise & copy repeated sounds using untuned percussion
- Use story props
- Imitate movement in response to music
- Join construction pieces together and makes models for a purpose using a range of resources
- 3D work using playdough and clay
- Work with a variety of media including chalk, felt tips and charcoal
- Develop own interests, selecting and using equipment and resources independently
- Act out during role play situations

Understanding the world

- Discuss New Year customs/Chinese New Year
- Share birthdays and personal cultural events.
- Develop computer skills and use of iPads.
- Beebots - explore moving forwards and backwards
- Find out about festivals
- Children's enquiry - Habitats