

## Communication and language

Interacting with each other. Speaking in clear, simple sentences. Responding to questions. Pronouncing sounds in words clearly.

Being polite, using manners: please, thank you and excuse me.

Rules of listening, being polite to each other. Listening and responding with questions. Following directions. Show & Tell (dates for individuals to follow).

Telling stories and joining in with repeated refrains and anticipating key events.

## Physical development: (inc. Health and Self care)

Developing fine motor skills. Strength in hands and fingers through dough disco and model making. To draw letters controlling ascenders and descenders. Sitting letters on the line.

Using both scissors and brushes with control. Using construction equipment to make a desired model.

Tells adults needs: tired, hungry, toilet.

Dressing self for PE. Turning clothes round the right way, completing simple fastenings: zips, buttons.

## Personal, social and emotional development:

Identifying themselves within a group. Observe and participate within activities. Learning to share, take turns & play together, building relationships.

Personal Hygiene and Safety. Looking after own needs and needs of others.

**Festivals:** New Year, Chinese New Year, Mothers Day and Easter.

Our culture and beliefs and how we celebrate.

## Literacy:

Floppy Phonics: to recognise and write:

digraphs: sh, ch, th, ng, nk,

long vowels: ai, ee, igh, oa, oo, oi, ue.

R controlled vowels: ar, or, ur, ear, air, er.

Read High Frequency words:

he, be, she, we, me, are, all, her, was, they, you

Recognise and write own full name.

To begin to mark make, giving meaning to what they write.

To write words, using initial, medium and final sounds.

To chunk longer words.

To sequence stories, inventing characters, settings, and alternative endings.

To retell well known stories, changing elements to make them their own.



## Mathematics:

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.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Order two or three items by length or height. Weight or capacity.

Uses everyday language related to time. O'clock.

## Understanding the world:

### *Culture and Communities:*

To talk about where I live, the places I visit and what facilities are around me.

To confidently recall how Chinese New Year is celebrated and link to own experiences.

To enjoy joining in with family customs and routines.

To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non – fiction and maps.

### *The Natural World:*

To make comments on how the world changes from Winter into Spring.

To begin to notice the natural world around me and contrasting environments, drawing on experiences from what I read in class. Growing plants, winter into spring.

### *Technology:*

To explore giving commands to direct a toy robot. I can begin to plan out a simple route.

## Expressive arts and design:

To construct with a purpose in mind. To explore taste, texture, form and colour when designing smoothies (DT project)

To share creations, explaining the processes

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

To explore the work of the artist Claris Cliff.

To sing songs, make music and dance, and experiment with ways of changing them. To present their work to others.

# Class 1 Topic: Our World

## Reading

### Before reading the book:

Can you point to the title?  
What is the title of the book?  
What do you think this story will be about?  
What might happen in the story?  
What does the blurb tell us about the story?

### During the reading of the book:

What is happening in the pictures?  
What has happened so far?  
Is it what you expected to happen?  
What might happen next?  
How do you think the story might end? What sort of character is....?  
Is he/she friendly/ mean/ nice...?

### At the end of the book:

Did you like this book? Why?  
What was your favourite part? Why?  
What was the most interesting/ exciting part of the book?  
Can you find it in the book?

### Recommended books that link with our topic:

Traditional Tales:

Little Red Riding Hood, Hancel and Gretal, Repuncel.

Here We Are – Oliver Jeffers

Little Red & Rapunzel by - Bethan Woolvin

Mr Wolfs Pancakes – Jan Fearnley

The Odd Egg – Emily Gravett

Great websites to support Phonics:

<http://www.letters-and-sounds.com/>

<http://www.phonicsplay.co.uk/>

<http://www.bbc.co.uk/cbeebies/games/alphablocks-games>

<https://www.oxfordowl.co.uk/for-home/>

<http://www.starfall.com/>

Great websites to support Mathematics:

<http://www.topmarks.co.uk/Interactive.aspx?cat=1>

<http://www.bbc.co.uk/cbeebies/games/numtums-games>

[http://www.familylearning.org.uk/place\\_value\\_games.html](http://www.familylearning.org.uk/place_value_games.html)

<https://www.oxfordowl.co.uk/for-home/>

<https://www.youtube.com/user/KidsTV123>

Class 1: PE: Tuesday morning.

Please make sure kit is in school and earrings are taken out. Outside PE will commence in Spring 2, please ensure PE pumps still fit.

## Important Dates

Class 1 INSPIRE:  
Thursday 23<sup>rd</sup> January

Class 1 Parents' Evening:  
TBC

World Book Day:  
Thursday 6<sup>th</sup> March

Pancake day: Tuesday 4<sup>th</sup> March

Easter Celebrations w/c 31<sup>st</sup> March:  
Decorate an egg:  
Egg Rolling.

