

## Personal Social and Emotional Development

### We will:-

- Take part in more complex and extended turn taking games.
- Learn how to make healthy food choices.
- Set simple goals and talk about how we will achieve them.
- Review our work and talk about what went well.
- Learn to read facial expressions and body language and learn the vocabulary of emotions (excited, frightened, worried, anxious).
- Develop ways to manage difficulties / fall outs that arise with friendships.
- Support children to resolve their own problems by talking about what the problem is and how they can sort it out.



## Literacy

### We will:-

- Predict what will happen in a story plot.
- Talk about the characters and how they feel.
- Use simple information books to find out facts.
- Develop our memory remembering 4 or 5 items.
- Practise remembering sentences with 4 / 5 words.
- Learn, remember and write sounds with 2 letters e.g. sh (ship), ch (chop), ng (ring), th (thin), ck (duck)
- Read words with 4 sounds or 5 sounds e.g. tent, spend.
- Practise letter formation including capitals.
- Write sentences with finger spaces and full stops.
- Write short compositions with more than one sentence.

### Books we are using

- The Hungry Caterpillar
- Information books about mini beasts.



## Mini Beasts

## Communication Language and Literacy

### We will:-

- Memorise rhymes and incorporate body percussion or instrumental sounds into a simple performance.
- Talk using sentences in a range of situations.
- Tell entire familiar stories using sequenced illustrations as prompts. (T4W The Hungry Caterpillar).
- Answer open ended or speculative questions.
- Hold back and forth conversations.
- Share experiences from home.



These areas of learning show what your child will be learning this term.

## Maths

### We will:-

- Rote count up to 100, recognising decade numbers (e.g. 20, 30, 40 etc.)
- Learn about the composition of 9 and 10 by partitioning (splitting up and recombining quantities e.g. 9 can be made up of 5 and 4 more or 6 and 3).
- Recall and apply doubles (up to double 5).
- Recall subtraction facts within 5 and apply.
- Learn about odd and even numbers within 10.
- Learn how to share quantities evenly and recognise this as an even number.
- Subitise beyond 5 by looking for groups (e.g. 7 could be groups of 5 and 2)
- Learn about and make 3D shapes.
- Talk about the pattern of a week using the names of days, weekend, today, tomorrow, yesterday
- Learn O' clock times.

### Key Vocabulary

#### **Maths**

Numbers to 100

Forwards, backwards, more, less, equal,

Subitise addition facts (add, equal).

Subtraction facts (takeaway, equal)

O'clock, odd, even, double.

3D shape names including cube, cuboid, sphere, cylinder, square based pyramid

#### **Understanding the World**

Caterpillar, butterfly, chrysalis, cocoon, pupa.

Names of insects / mini beasts.

#### **EAD**

Draw, observe, look carefully, notice, symmetrical, details, shade, coloured pencils, pastels, print.

Name mini beasts made /drawn.

Join, L brace, masking tape, glue.

Rhythm

#### **Physical**

Watering can, spade, trowel, fork, cellotape, double sided tape, clay, print narrow, broad brush, roll, steer, aim, throw, catch, target

#### **PSED**

Face, expression, how can you tell?

Worried, excited, anxious, frightened, resilience, keep trying, Share, take turns, wait, patience, how can we solve the problem?



### Understanding of the World

We will:-

- Describe changes to trees and plants in spring.
- Use ICT cameras to take photographs of the changing seasons.
- Walk around our local community. Identify what is the same / different from our previous walks.
- Know and demonstrate how to plant seeds and care for seedlings.
- Observe, describe and recall the transition from caterpillars into butterflies.
- Name a range of mini beasts and investigate their habitats.
- Investigate similarities and differences between mini beasts.

### Expressive Art and Design

We will:-

- Make detailed observational drawings and paintings of insects / mini beasts.
- Create symmetrical images.
- Make 3D structures indoors and outdoors.
- Think about what we want to make and choose appropriate reclaimed materials (e.g. bottle tops for wheels).
- Join with L braces.
- Print with accuracy using paint.
- Join reclaimed materials in a range of ways (masking tape, cello tape, glue).
- Use drawing pencils to shade.
- Move rhythmically on the spot and travelling, using hands or feet to mark the beat.
- Echo simple short rhythms with untuned percussion instruments.
- Act out familiar stories with props.

### Physical Development

We will:-

- Join materials with cellotape and double sided tape.
- Use large scale gardening tools including watering cans and spades.
- Use fine motor skills to plant seeds and weed (using forks and trowels).
- Use fine mark-making tools to create texture and pattern in clay.
- Control printing tools to create different effects..
- Use nuts and bolts to join materials.
- Use narrow paint brushes to add detail.
- Control and steer a ball using our hands and feet.
- Aim, roll, track and collect a ball.
- Throw and catch with large balls.
- Climb on the large climbing apparatus in the hall.

