

Personal Social and Emotional Development

We will:-

- Take part in more complex and extended turn taking games.
- Learn to read facial expressions and body language and learn the vocabulary of emotions (excited, frightened, worried, anxious).
- Talk about the reasons for success or failure in something we do e.g. why do the wheels not turn on a model.
- Learn different strategies to make new friends. (Trying new things, working with different partners).
- 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.
- 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.
- 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
- Introduce O' clock time

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

Sculpt, carve (in clay).

Draw, observe, look carefully, notice, details, coloured pencils, pastels.

Name mini beasts made /drawn.

Join, 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 and investigate the habitats of mini beasts.
- 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.
- Think about what we want to make and choose appropriate reclaimed materials (e.g. bottle tops for wheels).
- Join reclaimed materials in a range of ways (masking tape, cellotape, glue).
- Mix powder paints to create different colours and shades.
- 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.
- Role play in a garden centre/ café.

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.

