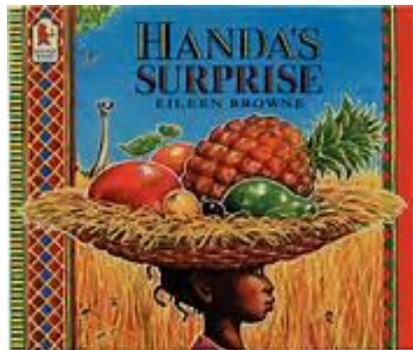
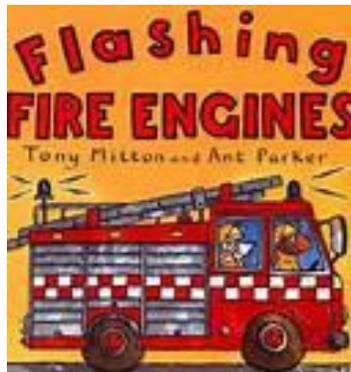
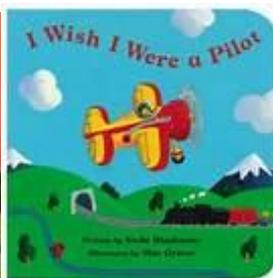
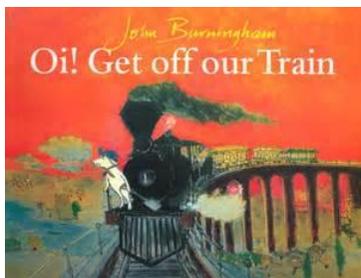


My Topic books

Spring term
Winter, people who help us and
science



How can you help me at home?

- Help your child learn how to zip up their coat and trousers.
- Encourage your child to hold pencil/crayon near the point between the thumb and 2 fingers.
- When you go for walks look out for numbers and shapes.
- Make sure you read frequently with your child. After reading stories talk about them; retelling the story, which character they liked/disliked and why.

PRIME AREAS: My goals

<p>Personal, Social and Emotional Development:</p> <p>To describe myself in positive terms and talk about abilities.</p> <p>To adjust behaviour to different situations.</p> <p>To play co-operatively, taking turns with others.</p> <p>To be confident to try new activities, and say why they like some activities more than others.</p> <p>They say when they do or don't need help and take changes of routine in their stride.</p> <p>They take account of one another's ideas about how to organise their activity.</p>	<p>Communication and Language</p> <p>To understand and answer 'how' and 'why' questions in response to a story.</p> <p>To accurately anticipate key events.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To extend vocabulary and explore the meaning and sounds of new words.</p> <p>To keep play going by responding to what others are saying and doing.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify feelings.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Physical development</p> <p>To show increasing control in pushing, patting, throwing, catching or kicking it.</p> <p>To negotiate space successfully when playing racing and chasing games with other children.</p> <p>To show good co-ordination when playing with PE equipment (balls, bean bags, cones)</p> <p>To gain increasing control over a moving object (rolling, patting, bouncing, catching).</p> <p>To eat a healthy range of foodstuffs and understands the need for a variety in food.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Planned activities to support areas of development</p>		
<p>-During circle times we will play the compliment game where a child says what they are good and says something positive about their peer. We will also discuss any issues that arise around behaviour and worries and talk about what we think makes a good friend as well as encouraging more partner work and group work</p> <p>-Children will work towards getting on the silver and gold planets to further promote our Stay on Green behaviour management system.</p>	<p>-Daily carpet sessions give opportunities for children to answer questions on topic books and story books, predict key events, and learn new vocabulary.</p> <p>-We will discuss where people live around the world and cover the similarities/differences in houses/environment/daily routines/where people buy their food from?</p> <p>-In small groups create a role play scene about someone who helps us to perform to class.</p> <p>- During Science week we will discuss what we mean by predicting, make our own predictions and talk about why something might happen.</p>	<p>-We will be talking about healthy eating and different foods from around the world.</p> <p>-We will focus on throwing and catching in PE.</p> <p>-Every day children can be supported by parents/carers to write their name.</p> <p>-Children will have a wide range of art activities and opportunities to use different tools.</p> <p>-Every morning we have a warm up dance session to get children ready for the day.</p> <p>-We will have some circle time sessions on the importance of personal hygiene.</p>

SPECIFIC AREAS

<p>Literacy</p> <p>Enjoys an increasing range of books. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Writes own name and other things such as labels, captions.</p>	<p>Mathematics</p> <p>Can share. (They can share equally/evenly.) Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds one more or one less from a group of up to five objects, then ten objects. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Recognise/name +, =, -. Children use everyday language to talk about position. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Can count in pennies – 1p, 2p, 3p etc.</p>	<p>Understanding the world</p> <p>Children talk about past and present events in the lives of family members. Looks closely at similarities, differences, patterns and change. Developing an understanding of growth, decay and changes over time. Completes a simple program on a computer.</p>	<p>Expressive Arts and Design</p> <p>Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Introduces a storyline or narrative into their play.</p>
<p>Some planned activities to support areas of development</p>			
<p>We will read once a week 1-2-1 with each child. Will also read several story books as a whole class. Some of these we will use to inspire free choice activities. The children also have a daily phonics lesson following the 'Read Write Inc.' programme and learn phonemes through actions by to singing 'Jolly Phonics'. We will focus on sentence writing this term.</p>	<p>The children have regular maths carpet sessions. Through games, stories, adult led and child initiated activities, children have opportunities to read numerals and count with 1-2-1 correspondence. They will be doing lots of themed work around our topic and story books, and will have the opportunity to use maths in role play.</p>	<p>We will introduce a class bear, which will go home with one child every weekend. This will give the children a chance to communicate more about their home lives in the school environment. Children are also encouraged to ask questions to find out more information. During the last 2 weeks of this half term we will focus on science, looking at why things happen and how things work.</p>	<p>We have an art activity every day. Sometimes these will be adult led and other times child initiated. Children will have an opportunity to experiment with a wide range of natural and manmade materials. Through small world and role play children will have opportunities to create narrative in their play. We have daily song and dance times as well as weekly music lessons with our new music teacher.</p>