


Literacy This term your child will be learning to:		Class Jay Spring Term Once upon a time 		
Reading <i>'Reading gives us a place to go when we have to stay where we are.'</i> That information can be retrieved from books and computers. Link sounds to letters, begin naming and sounding the letters of the alphabet. Blends sounds in words. Uses phonic knowledge to read simple regular words. Read some high frequency words – Phase 2 should be secure and beginning to read Phase 3 words.	Writing <i>'Mistakes are proof that you are trying.'</i> Make up own stories, songs, rhymes and poems. Use talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words. Extends vocabulary, especially by grouping and naming. Retells narratives in the correct sequence, drawing on language and patterns of stories. Write things such as labels and captions and begin to form simple sentences sometimes using punctuation Correctly use capital letters, full stops and question marks.	Communication and Language This term your child will be learning to:		
		Listening and Attention Listening and responding to stories, Make up own stories, songs, rhymes and poems. Hear individual sounds in a word Introduce a story line or narrative in to their play.	Understanding Give meaning to marks that they make as they draw, write and paint. Link sounds to letters linking to reading and spelling. TIPS for home: Thank you for your continued support of regularly listening to your children read at home and all the work you do with their sound houses and word walls. When reading the pictures in the books are so important to the children at this stage in helping them to identify those tricky words so please encourage the children to look at the pictures to support their reading. You can start to encourage your child to sight read if they know the word they do not need to keep sounding it out e.g. Mum, dad, the, go, at. These should start to be easily identified as they appear in most of the books.	Speaking Use language to imagine and recreate roles and experiences. Introduce a story line or narrative in to their play Role play Show and share (Wednesday).
Mathematics		We will be revising phase 2 sounds learnt last term and working in phase 3 of letters and sounds, learning 3 sounds a week. As well as developing our sight reading of tricky words.		
Numbers Say and use number names in order in familiar contexts. Use language such as 'more' or 'less' to compare two numbers and comparing groups. Counts an irregular arrangement of up to 10 objects. Recognise numerals 1 to 9 and beyond. Know that numbers identify how many objects are in a set. Begin to represent numbers using fingers, marks on paper or pictures. Count aloud in ones, twos. In practical activities and discussion, begin to use the vocabulary involved in subtracting. Find one less than a number from one to ten. Order two or three items by length or height. Estimate how many objects they can see and check by counting them.	Shape, Space and Measures The children will be working on Counting/Understanding Number, Knowing and Using Number Facts, Understanding Shape, Measuring and Calculation. Order two items by weight or capacity. Selects a particular named shape. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Begins to identify own mathematical problems based on own interests and fascinations			
Understanding the World		Physical Development		
To learn the names of the seasons To sort the seasons Look at the clothes we wear in different weather or seasons Learn the names of the months and match them to the right season Materials for building a house for the three pigs Sorting materials magnetic	Look at different Weather around the world Plants and how they grow Different cultures and traditions – Chinese New year and Easter Map work (routes through the forest)	Moving and handling This term we are covering Gymnastics and Games: Moving with control and safely, Safely using the gym equipment, Balance on different body parts –flat and points, Traveling around and using the space Make an obstacle course.	Health and Self-care <ul style="list-style-type: none"> • The importance of warming up and cool down our bodies • Continuing to developing motor control • Using tools and materials • Washing hands at appropriate times, eating, after going to the toilet, before preparing food etc. 	

Technology

Know how to operate simple equipment e.g. turns on CD player and uses remote control.
 Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 Use ICT hardware to interact with age-appropriate computer software.
 Teacher initiated investigation of Bee-Bots
 Teacher Directed activity using the Bee-Bot to re-tell a story
 Child Initiated use of Bee-Bot
 Use any recordable device (camera, Ipad) to take photos.
 Complete a simple program on a computer.
 Use ICT hardware to interact with age-appropriate computer software.

French

In this Unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the month of their birthday. This Unit provides opportunities for children to say more about themselves and learn through games and play in French.

Expressive Arts and Design

Personal, Social and Emotional Health Education

Exploring using Media and Materials

'Creativity is contagious, pass it on.'

Exploring mixing paint colours together.
 Castle Collage
 Puppet making
 Story wheel
 Animal sketches
 Making animal masks
 weaving
 Mud kitchen

Being Imaginative including Music

'Play is our brain's favourite way of learning.'

In Music we will be listening to lots of different types of music and talking about what pictures it creates in our heads and how it makes them feel.
 We will also listen to music from different cultures.
 Role play area

Self-confidence and Awareness

We will be looking at:
 Developing confidence
 Being aware of others emotions and needs
 Becoming more independent
 Responsibility for our belongings.

Managing Feelings and Behaviour

'Do the right thing even when nobody is looking.'
 Taking turns and being fair
 Expressing emotions
 Talking about things we are scared of.

Making Relationships

Being aware and sensitivity to other's needs
 Considering our actions.