

Maths

- Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see (subitise)
- Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.
- Link the number symbol (numeral) with its cardinal number value.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Finds the total number of items in two groups by counting all of them.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Count beyond 10, noticing patterns within the structure of counting.
- Name and talk about the properties of 3D shapes using the correct mathematical language: 'edge', 'vertice', 'face'.
- Compare length, weight and capacity.
- Continue, copy and create repeating patterns
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Measures short periods of time in simple ways.

Communication and Language

- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why them might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

Personal Social and Emotional Development

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Be independent in meeting their own care needs.
- Express their feelings and consider the feelings of others.

Physical Development

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Develop the foundations of a hand writing style which is fast, accurate and efficient.

Literacy

- Develop their phonological awareness to:
 - Be able to complete a rhyming string.
 - Begin to use sound buttons to identify how many sounds are in a word.
 - Can supply words with the same initial sound.
- Recognise all taught Set 1 & 2 sounds, including some digraphs.
- Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words.
- Answer questions about a text that has been read to them.
- Begin to predict what might happen next in a story.
- Begin to use modelled vocabulary during role play for example in the Small World.
- Seek familiar texts or stories to re-read in the book area.
- Request favourite stories and poems.
- Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.
- Begin to use capital letters, finger spaces and full stops in independent writing.

Space



Expressive Arts Development

- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Notices/Reminders

- Please ensure that all uniform is clearly labelled.
- Water is only permitted in bottles.
- Please could you bring reading books, reading journals and High Frequency Word books back on your child's allocated day. Also, please sign your child's reading journal 3 times before returning it.
- Please could you bring library books back on a Friday.

Thank-you for your on-going support.
Best wishes, Miss Monaghan,

Understanding the World

- Compare and contrast characters from stories, including figures from the past.
- Recognise some similarities and differences between religions and civilisations.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate different times in different ways.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Recognise some environments that are different to the one in which they live.

Religious Education

Our topic for this half term is, 'Why do Christians believe Jesus is special?'

