

Communication and Language

Focus: *using new vocabulary in different contexts. Listening to a partner and giving feedback. Asking questions. Retell stories using story language*

We will use talk partners to explore ideas and share thoughts. Ask and answer questions with the Owl Babies. Retell the Owl Babies story in lots of ways. Explain our ideas using 'because'. Use lots of science based words about UK wildlife and habitats. Use creative words connected to our imaginative ideas.

At home you could: Play the question game when out and about. Ask your child a question about something you can see – ask your child to ask you a question. Model using 'because'. E.g. I love pizza because I think cheese and tomato taste delicious. Find out about UK wildlife that lives nearby.

Personal, Social and Emotional

Focus: *Managing conflict – giving feedback to friends. Keeping myself safe when out and about.*

Key Text – Owl Babies by Martin Waddell

We will explore how to keep safe near roads and when crossing. How to keep safe at night. We will understand how using words solves conflict and how that impacts on our friendships.

At home you could: Use the idea of feedback when applying boundaries – explain why a rule is important. Spend time talking about or reading stories about friendships. Set up play dates at home to allow your child to form deeper relationships with peers.

Physical

Focus: *Staying safe when being physical. Navigating space safely, understanding how to use equipment safely. Beginning to play physical games in PE lessons. Encouraging correct letter formation.*

We will be speaking about safety explicitly and supporting children to develop their own rules for safety. Begin formal PE lessons, using equipment and understanding that exercise is part of being healthy. Using mnemonics to have all letters formed correctly.

At home you could: Help your child get quicker and more independent at getting changed – maybe have a 'getting dressed' race. Play physical games outside that involve scoring and 'rules' of play. Use the little Wandle handwriting mnemonics.

Understanding the World

Focus: *UK wildlife. Night time and day time. Changing seasons – Winter. Different local habitats. E-safety. Materials and making things from them.*

We will explore the names, diets and habitats of local UK wildlife, which of those are nocturnal. We will explore what the night time is like. We will be making imaginative inventions from materials we find and sorting and labelling the materials. We will begin to learn about being online and how to stay safe;

At home you could: go outside at night. Sort your recycling into the different types and talk about what the items are made from. Do an 'online' investigation – which things in your house can go 'online'?

Spring Term

Focus: *Myself and the wider World.*

Questions: *What is my world like? What creatures share my World? Which people are important outside of my family? How can I keep myself safe in my World?*

This term we will be considering the natural World. We will learn about some of the local wildlife and will investigate differences between their habitats and ours. We will explore ideas of friendship and finding our place in the wider World. We will also explore how our imaginations can shape our World.

Expressive Arts and Design

Focus: *Imaginative construction. Building a narrative and making props. Playing instruments and moving in time to music.*

We will set up 'small world' scenarios for children to create characters and enact their own stories. They will have access to a wide variety of materials to build props, characters and scenery. They will use a variety of musical instruments to play along to and create their own music.

At home you could: build a 'making things' area with your recycling, scissors, tape and glue. Choose a making project together. Make musical instruments like shakers and a tissue box guitar. Play music and dance!

Literacy

Phonics: Little Wandle Phase 3 – vowel digraphs and trigraphs. Blending sounds into words and reading the words. Books with short sentences and polysyllabic words.

Words with plurals made with s.

Reading – Key texts: Owl Babies by Martin Waddell. Owls and Owlets by Annabelle Lynch. On Sudden Hill by Linda Sarah.

Writing: Forming all letters correctly. Using sound fingers and a sound mat to make plausible spelling attempts at most words. Saying and then writing a simple sentence with support. Using spaces between words.

At home you could: read and share books every day. Make sharing books a special reward – visit the library, buy a book together. Make a reading corner at home – comfy and full of favourite books. Show your child that you love reading too.

Mathematics

- Understanding order and magnitude
- Recognising number patterns of 1 more and 1 less, 2 more and 2 less.
- Regrouping the whole with part/whole diagrams, tens frames and other methods
- Beginning to learn by heart number bonds to 5 then 10
- Counting reliably beyond 10

At home you could: have a number line up in the house. Play a 'collecting' game with number cards – pick a number from the hat and say an item – the player then has to collect that number of the given item. Make an inventory of clothing – how many socks, pants, t-shirts, trousers, etc. Write a list. Continue to play scoring games, e.g. homemade bottle skittles – some score 1 and some score 2 when knocked down