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| **COMMUNICATION, LANGUAGE AND LITERACY****Term 3:** The Blue Penguin – Petr Horácek – Power of reading unit**Term 4:** Supertato – Sue Hendra and Paul LinnetDaily story time altogether, sharing picture books and simple chapter books. Word of the day – the class identifies a word of the day for class collection. The word is explained in everyday language and the class uses the word in different contexts.Circle Time – sharing news and speaking in sentences, talking about what we are doing, what we are thinking, how we are feeling**LETTERS AND SOUNDS****Reception** Phase 2/3**Year 1** Revision of Phase 3 and 4 - Phase 5Correct pencil grip encouraged when using pencils for writing and drawing and coloured pencils for colouring in. Letter formation practiseHow to help at home.Please share your child’s choosing and reading books with them. Write a comment in their reading record at least five times each week. Reading books needs to be in school everyday please.Play rhyming and I Spy games. Practise tricky words.Reception - Please continue to practise phase 2 and/or phase 3 phonemes at home and read the word lists on the back of the phoneme sheets. If you have magnetic letters use them to make the words on the lists. [Alphablocks](https://www.bbc.co.uk/cbeebies/shows/alphablocks) - BBC [Phonics Play](http://www.phonicsplay.co.uk): Phase 2 Word Games [ICT Games](http://www.ictgames.co.uk/): Literacy Games[Oxford Owl](http://www.oxfordowl.co.uk): Reading Activities**PHYSICAL DEVELOPMENT**Dance – Perform movement to music: Winter by VivaldiGymFootballUse of outdoor equipment – balls, beanbags, bikes and scooters, Woodhenge and building with scrap.Throwing and catching skills / kicking and receiving skills.Listen and respond to action songs.Daily run around the field. Can we do three laps to run a mile?Daily fine motor exercises and activities.Build resilience when playing and learning outside and during outdoor learning.Parachute GamesHow to help at home.Continue to encourage independence with changing clothes, zipping up coats, opening packets to develop fine motor control. Encourage the children to carry their own bags and take responsibility for their belongings by finding what they need and tidying up or putting things away independently or with support. | **PERSONAL, SOCIAL AND** **EMOTIONAL DEVELOPMENT****Values** Courage**PSHE**Valuing differenceHealth and wellbeing**Routines****Kind Hands and Kind Feet**How to help at home.Encourage independence, discussion about feelings and how we can help one another.**Term 3 – The Blue Penguin****Term 4 - Supertato****ICT**  Unit 1 We have confidence (recording and playing back sounds). Unit 3 We are successful. Taking photographs and combining them with text and sounds**EXPRESSIVE ART AND DESIGN/DT** **Term 3/4** Painting from observation and imaginationNeal Layton (illustrator)Penguins and icy collage picturesDrawing and painting penguinsMaking 3D penguins (y1)Creating a healthy mealMaking a fruit and yoghurt breakfast (Y1)Diana Beltran-HerreraMake a fruit salad (Rec)Painting from real life and imagination Opportunities for free painting from experience and /or imagination, cutting and sticking activities and model making ongoing… **Drama** - linked to texts - Hot Seating /Role Play **Dance** - Movement in nature - observe and move - Autumn - Listen to Vivaldi - Four Seasons Autumn **Music** - Charanga Term 3: ‘Our world round and round’ Term 4: ‘Everyone in the groove.’ | **MATHS** **Reception*** Counting objects 1:1 (one count for each thing)
* Subitising numbers to 5 and beyond
* One more and one less than numbers to 10
* Comparing numbers
* Counting stories and number rhymes

**Year 1** * Addition and Subtraction number facts for numbers up to 20
* 3D shapes
* Measurement Length

How to help at home.* Look out for numbers in the environment, house numbers, road signs, numbers in books.
* Lots of counting e.g. stairs to bed, apples in the fruit bowl, teddies on the bed.
* Use mathematical language such as more/less, smaller/larger, tens ones (Year 1)

**UNDERSTANDING OF THE WORLD****Outdoor Learning****Term 1 and Term 2**Signs of Autumn – What have we seen?Looking for similarities and differencesCollect nuts and seeds to plantForaging for fruit - chopping and cookingBeing curious – using our sensesHarvest – Where does food come from? Making bridges**Science / History / Geography****Term 3 –** Penguins and ice (all) British birds (Y1)**Term 4 –** life cycle of a frog (all) identifying wild plants and trees (Y1)Comparing two contrasting places: Minchinhampton and Antarctica (all)How to help at home. Discuss family history - eg when and where they were born, parents, grandparents and extended family.Encourage awareness of how we use our five senses.Encourage discussion about feelings, likes and dislikes, family and friendships.Look out for fruit, seeds and nuts when out walking and exploring the garden. Plant the seeds they find and watch them grow.Talk about how the seasons are changing. Discuss where they live and their journey to school. **RE****Reception**Term 3: What times/stories are special and why?Term 4: Why is Easter special to Christians?**Year 1**Term 3: Who is Muslim and How Do They Live? (Part 2)Term 4: Why does Easter matter to Christians  |
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