

### BOOKS OF THE WEEK



### COMMUNICATION AND LANGUAGE

- Listening, Attention and Understanding
- Listen to a story with increased attention and recall in a large group situation
- Shift attention from one task to another.
- Understands and uses prepositions.
- Use language in recalling past events e.g. yesterday, last week etc.
- Make up own stories during Helicopter Story sessions using language drawn from books with ideas that connect together.
- Begin to learn and use new vocabulary
- Answer how and why questions about my experiences and in response to stories.
- To listen to stories, accurately anticipating key events & responding to what they hear with relevant comments, questions, and reactions.
- To recall some information that has been read to them.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- To ask my friends or adults for help.
- To recognise that they belong to a wider community and different social groups.
- To show resilience and perseverance in the face of challenge
- To explain right and wrong and why.
- To explain the class rules and begin to remind others what is expected.
- To use the inside and outside environment independently, making own choices.
- To have clear idea about what they want to do in their play
- To know that behaviours and feelings have consequences.
- Be confident to speak to visitors

### PHYSICAL DEVELOPMENT

- To independently use a range of tools to manipulate dough or clay.
- To hold a pencil with a tripod grip and use it with good control
- To pick up and replace minute objects
- Balance on one foot or squat momentarily shifting body weight to improve stability.
- Create lines and circles pivoting from shoulder and elbow.
- Experiment with different ways of moving
- Bend and touch toes without flexing knees.

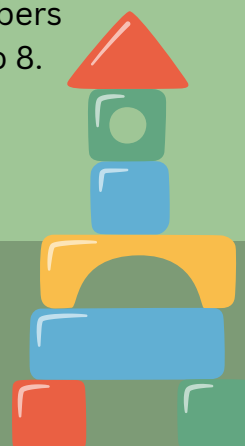


### LITERACY

- To demonstrate an understanding of what has been read to them by sequencing pictures, and recalling key details using their own words and recently introduced vocabulary.
- To re-enact stories they have heard in their play.
- Describe the main story events, in some detail.
- Begins to link sounds to some frequently used digraphs – embedding Set 1 digraphs.
- Develop segmenting the sounds in CVC words and blending them together.
- Begin to read simple CVC phrases.
- Form clearly identifiable letters to communicate meaning, representing some sounds in sequence.
- Write letters of a uniform size.
- Use phonic knowledge to write simple phrases and short sentences.

### MATHEMATICS

- To learn 0 means none or nothing.
- Find, subitise and represent 0-5
- To compare amounts knowing when the set has more, less or the same.
- Find 1 more, and 1 less than a given number.
- Compare mass.
- Explore and compare capacity.
- To find, represent and compose numbers 6,7,8.
- Explore odd and even numbers
- Find doubles of numbers to 8.



### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- To know that they live in Wellington. Wellington is in England. Locate on map
- Know their address
- Develop a broad vocabulary and use correct terms for physical and human features, such as town, village, path, house, flat, zebra crossing weather words, etc. when talking about the local area.
- To know the difference between our location Wellington and a cold place.
- Understand some changes e.g. in matter. Observe ice melting .know that water freezes if it is placed outside in cold weather.
- To be able to identify some places that are cold
- Name animals that live in very cold places.
- Recognise some environments that are different from the one they live in.
- Recognise the difference between past and present in their own and others' lives.
- To understand how they can be stored and shared electronically.
- To know how to show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as tablets.

### EXPRESSIVE ARTS AND DESIGN

- To recognise different types of materials used for building structures. To know blocks can be stacked and balanced.
- To use scissors with increasing independence,
- Construct and join modelling items and other media together, using scissors, masking tape, Sellotape and glue. Make decisions about the best joining media to use.
- To impress and apply simple decoration with malleable media using tools. .
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
- Recall a range of colour mixing facts, and use colour for a purpose.
- Incorporate props into play showing life experiences and imagination
- Make music in a range of ways e.g. plays with sounds creatively
- Introduce story line or narrative into their play
- Make music in range of ways e.g plays along to beat of song they are singing or music they are listening to