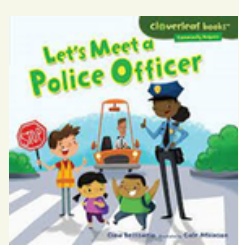


BOOKS OF THE WEEK



COMMUNICATION AND LANGUAGE

Listening Attention and Understanding

- Understand that I need to wait my turn to talk.
- Understand instructions with more elements e.g. two parts
- Learn new vocabulary and use it within play and learning.

Speaking

- Begin to use more complex sentences adding conjunctions such as because, and or
- Use increasing bank of vocabulary.
- Use complex sentences to communicate.

Superheroes in our community.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Invite others to join a game
- Know when help is needed and when it is not
- Think about the perspectives of others
- Solve a problem with little help from an adult
- Through oral health awareness recognise the importance of keeping teeth clean and visiting the dentist.
- Have clear idea about what they want to do in their play and how to go about it.
- Identify and moderate own feelings socially and emotionally, adapting behaviour to different situations or circumstances.
- Adapt behaviour to a wider range of social situations
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PHYSICAL DEVELOPMENT

- To use scissors to cut on the line continuously.
- Use cutlery independently including knife to cut.
- Develop fine motor skills to be able to thread small items with control.
- Know and talk about different factors that support overall health and well being.
- Form recognisable letters with an effective pencil grip
- Catch and throw a ball or other object such as a bean bag.
- Travel confidently around, under, in and out of balancing and climbing equipment.
- Use equipment with increased control to push, pat, throw, catch or kick.
-



LITERACY

- Continue to enjoy listening to a range of non fiction, fiction, poems and rhymes commenting upon what they have heard
- To recall and begin to discuss information that has been read to them
- To listen to stories, accurately anticipating key events & responding to what they hear with relevant comments, questions, and reactions.
- Identify and apply an increasing range of digraphs.
- Segment and blend CVC words containing digraphs.
- .Begin to read simple CVC sentences
- Write letters of a uniform size, and ensure they are sat on the line.
- To write simple sentences in a meaningful context, independently.
- To write for different purposes e.g. lists, captions, or cards.

MATHEMATICS

- Explore and compare length and height.
- Explore and sequence time.
- Find, compare and represent 9 and 10.
- conceptually subitise up to 10.
- Explore 1 more and 1 less.
- Understand the composition of 10.
- Learn bonds to 10 in 2 parts then 3 parts.
- Find doubles to 10.
- Explore odd and even.
-

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Name and describe people who are familiar to them e.g. police, fire service, nurse etc.
- To know that people within the local area help us.
- To explain the role of a fire fighter, Police Officer, Nurse, Dentist etc
- Describe an event or family member from their past that is important to remember
- To research information online.
- To know how to complete a simple program on an electronic device.
- To know how to create content such as a video recording, stories and / or draw a picture on screen.
- To know how to use the internet with adult supervision to find and retrieve information of interest to them
- Knows about similarities and differences in relation to places, objects, materials and living things – compare the parts of different plants and flowers, and group and classify insects.
- Makes observations of animals and plants observed in Spring, and explains why some things occur, and talks about Spring changes
-

EXPRESSIVE ARTS AND DESIGN

- To balance, stack and arrange blocks in more complex ways and designs.
- To create simple design drawings.
- Use scissors with increasing control, manipulating the paper to cut around and out smaller pictures and shapes
- Construct and join modelling items and other media together, using scissors, masking tape, Sellotape and glue. Practise and apply joining techniques e.g. t-brace, flange
- To explore an increasing range of malleable media, such as: paper mache, clay and plasticine.
- Explore working with different types of paint - powder, water colour etc
- Be socially aware during imaginative play
- Make music in range of ways e.g plays along to beat of song they are singing or music/sounds they are listening to/have heard in the environment.
- Perform solo or in a group. Perform for parents/carers. Songs, rhymes and poems.

