











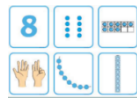



Spring 1	<h1>Tell Me a Story</h1>	Main focus of term	<ul style="list-style-type: none"> • Being immersed in stories: talking about our favourite stories and characters with friends and family. • Becoming fantastic story tellers: learning familiar stories to retell and change. Creating our own stories with our friends in play. • Weekly storytime in our fabulous school library. • Encouragement of independent reading/writing linked to well-known books - applying phonic/word knowledge so far. • Learning about the past and present through stories and rhymes. • Continuing to notice changes in the natural world around us. • Showing an interest and talking about the similarities and differences between ourselves and our families. • Asking questions and showing curiosity about people who help us in our community - special visitor in school. 	Key Topic Language for term	<ul style="list-style-type: none"> • Long, long ago • Past • Story • Character • Retell • Story map • Idea • Curious • Same and different • Rhymes and rhyme • Size words (<i>long, short, thick, thin, heavy, light, bigger, smaller</i>). • Story telling words (<i>Once upon a time, knight, etc.</i>). 	Core texts and Nursery Rhymes	<ul style="list-style-type: none"> • <i>The Gingerbread Man</i> • <i>George and the Dragon</i> • <i>Cinders the Bubble Blowing Dragon</i> • <i>The Gruffalo</i> • <i>Stickman</i> • <i>Squash and a Squeeze</i> • <i>Six Dinner Sid</i> • <i>Whatever Next</i> • <i>Little Red Riding Hood</i> • <i>The Billy Goats Gruff</i> • Nursery Rhymes • <i>Jack and Jill, There's a hole in my bucket, Wee Willie Winkie, Polly Put the Kettle On, Humpty Dumpty</i>
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Below you can see an overview of some of the exciting things your child will learn about and experience **this half term**, through the different curriculum areas. These skills and activities will be covered through a mix of adult led sessions and provocations during independent learning, exploration and play.

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
						
<ul style="list-style-type: none"> • We are learning to describe events in some detail e.g. talking about Christmas/winter celebrations through experience. • We are learning to use new vocabulary in different contexts e.g. applying language to our own story telling. • We are learning to engage in story times - sharing ideas in talk partners and beginning to create our own story ideas. • We are learning to start a conversation and continue it for many turns. • We are learning to speak in short sentences (4-6 words) and uses tenses correctly (I went instead of 'I goed'). 	<ul style="list-style-type: none"> • We are beginning to understand how others might be feeling. • We are learning to recall some of the Fynamore/classroom rules and the reasons why we have them. • We are learning to talk with others to solve minor problems (eg, <i>wanting the same toy</i>). • We are learning to continue a game where turn taking is needed. • We are beginning to show resilience when we find something tricky. • We will talk about some healthy and unhealthy food choices and know some of the ways to maintain a healthy mind and body including; tooth brushing -sensible amounts of 'screen time' - having a good sleep routine. • We will learn ways to keep ourselves safe and know about people that can help keep us safe. 	<ul style="list-style-type: none"> • We will work on gross motor coordination (eg, <i>hopping, jumping, crawling, balancing, running, etc</i>) through daily access to our outside garden and during weekly PE lessons. • We will learn to set up obstacle courses and negotiate them safely with some support. • We will learn different ball skills in our PE lessons (eg, <i>throwing and catching, kicking, hitting with bats, rolling</i>). • We will practise writing our letters using caterpillar, robot, zig zag formation. • We will develop confidence in using different tools (eg, <i>scissors, shape hammers, staplers, hole punches</i>). • We will be learning to use our cutlery with increasing independence when eating our lunch. • With encouragement, we will continue to learn to put on our coats and take off our jumpers and cardigans by ourselves. 	<p>Comprehension</p> <ul style="list-style-type: none"> • We will be talking in sentences about stories and learning to think about the key events. • We will be learning how to retell familiar stories in our own words. <p>Word Reading</p> <ul style="list-style-type: none"> • We will be learning to recognise and recall digraphs (two letters that make one sound) including <i>ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er</i> and words with double letters: <i>dd, mm, tt, bb, rr, gg, pp, ff</i> • We will learn new tricky words: <i>was, you, they, my, by, all, are, sure, pure.</i> • We will be learning to apply all of the sounds we have learned so far confidently to blend CVC words for reading our books. • We will gain confidence in recalling all of the tricky words taught so far in reading and read some of these quickly in books. <p>Writing</p> <ul style="list-style-type: none"> • We will gain confidence when writing short words and simple phrases using all of our sounds. • We will learn about finger spaces and add these to writing with support. <p><i>We will continue to use Little Wandle to support the sequence of phonics.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center;">tail </p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center;">snail </p> </div>	<ul style="list-style-type: none"> • We will learn about 0 as a quantity/numeral. • We will develop our subitising skills (eg, to instantly recognise how many there are without counting). • We will make comparisons of numbers and quantities to 5 - using language such as <i>more/fewer</i>. • We will explore the composition of numbers to 5 (2 groups and 3 groups making 5). • We will explore hidden numbers/quantities as ways of making 5. • We will then investigate the composition of numbers 6, 7, 8 and find their smaller parts (eg, 3 and 3 makes 6, etc). • We will make explore and compare heavier/lighter/full/empty/taller/shorter in lessons and play. • We will explore measuring through capacity - <i>how many fit inside?</i> We will start to understand and use some maths words: <i>altogether, heavy, heavier, light, lighter, equal, unequal, same, different.</i> • We will begin learning to recall the days of the week and continue to use our class daily calendar. <p><i>We will continue to use WhiteRose to support the sequence of maths teaching.</i></p> 	<ul style="list-style-type: none"> • We will compare and contrast characters from stories and nursery rhymes, and images, from the past. • We will observe changes over time through weekly welly walks, and outdoor play. • We will create simple maps (eg, create a story map for the 3 Little Pigs). • We will use our own environment to help recreate a story settings or small worlds drawing inspiration from settings and landscapes in books. • We will explore and discuss differences and changes in materials (eg, <i>wet/dry sand, melting ice, combining ingredients to make play dough etc</i>). • We will also investigate different forces (eg, floating and sinking) and explain what we think is happening. 	<ul style="list-style-type: none"> • We will use and follow simple prompts/photographs as a basis for craft work (eg, junk model castle). • We will begin to create collaboratively sharing ideas, resources and skills. • We will develop our knowledge of how to attach objects together securely when junk modelling. • We will develop storylines in pretend play with our friends. • We will use puppets to help us create and retell stories. • We will learn to create our own songs, or improvise songs and rhymes we already know. • We will create our own performances and dances both independently and with friends. • We will explore different percussion instruments and choose them to enhance our songs and performances. 