

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

My name is – what does that look like? What does that sound like?

Who am I and what do I like or dislike? Talking about themselves and their ambitions, their goals and what they find challenging.

Discussing how they could help a friend, noticing the emotions they are feeling and their friends are feeling.

Sharing resources, playing collaboratively and cooperatively.

Actively solving their own conflicts and discussing differing opinions.

COMMUNICATION AND LANGUAGE

Talking about themselves and what they have done over the holidays, who celebrated with them and what they enjoyed.

Use full sentences to describe illustrations.

Children will be asked to relate books and topics to their own personal experiences and talk in small groups about these.

The children will be taught about questions and be able to answer 'why' questions such as – Why is Lola.....? Why does Charlie.....?

Encouraging children to listen to two or three step instructions and be able to action these.

PHYSICAL DEVELOPMENT

How do we keep ourselves clean? Washing hands, washing babies in water tray, washing hair.

Cutlery skills whilst eating lunch and using sharp knives making fruit salad.

Using your bodies to travel in different ways. Running, jumping, hopping, skipping. Using equipment safely such as bikes, trikes, scooters, play equipment. Making our own obstacle courses and balancing games.

HOW CAN YOU HELP AT HOME?

- 1) Encourage your child to be as independent as possible, e.g. dressing, tidying up, toileting and washing hands. Mittens are much easier when encouraging independence than gloves.
- 2) In the mornings settle your child, briefly say goodbye and leave the playground.
- 3) Sing songs, encourage your child to listen to environmental sounds and talk about their day.
- 4) Share books together; discuss the plot, characters and feelings. Encourage your child to talk in sentences about what they can see in the pictures.
- 5) Help your child recognise their name and other familiar words. Label all their school resources, bag water bottle, etc.
- 6) Play I spy games where your child spots colours, numbers or initial sounds.



Our Planet Spring 1 2024

SPECIFIC AREAS

LITERACY

We aim to develop the children's awareness of syllables by playing games, engaging in conversations about topic books and relating these to their own experiences in both school and at home.

Name writing and controlled mark making. Using a variety of mark making equipment in large and smaller movements.

Sequencing events in key texts and then writing our own sequence of events for something that happens in the classroom.

Children will be encouraged to hold pencils with an effective grip and begin to form letters in their name both in fine and gross motor movements.

Key texts – What makes me a me? Here we are, notes for living on planet earth. Charlie and Lola look after our planet. On the launch pad.

MATHEMATICS

Exploring the mathematical equipment and resources in the classroom and playing number games.

Becoming aware of the key times the day, class routines and understanding positional language.

Counting, recognising, subitising, matching, numerals to quantities and representing numbers.

Children learn that objects can be compared and ordered according to their weight. Encourage the use of correct mathematical language.

UNDERSTANDING THE WORLD

Exploring and sorting collections of materials. Natural and man-made, plastic, wood, metal, glass etc.

Material walks, taking pics of things we spot.

Discussions about the importance of recycling and the impact on the planet.

Explore fruits and foods using their senses, sorting tastes into likes and dislikes. Making fruit salads with fruits they enjoy.

Looking at our planet and the land, sea, ice. Identifying where we live and discussing other countries and cultures.

EXPRESSIVE ARTS AND DESIGN

Experimenting with light and dark. Using torches, to find things in the dark.

Making a recycling tree like in the book. Children to write on or put pictures on leaves to say what they have recycled.

Choosing materials and colours for artwork using sand, rice pasta, etc.

Portrait painting, selecting appropriate resources to achieve desired result.

Child-initiated activities will play a big part in your child's school day, but this will not be indicated in the topic web. This is often spontaneous learning and will be planned for in accordance to your child's ideas and interests.