

Characteristics of Effective Learning

Playing and Exploring — engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning — motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically— Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

EYFS- Listening and Attention

30-50 months	<ul style="list-style-type: none">• Listens to others one to one or in small groups, when conversation interests them.• Listens to stories with increasing attention and recall.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Focusing attention - still listen or do, but can shift own attention.• Is able to follow directions (if not intently focused on own choice of activity).
40-60 months	<ul style="list-style-type: none">• Maintains attention, concentrates and sits quietly during appropriate activity.• Two-channelled attention - can listen and do for short span.
Early Learning Goal	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>

EYFS- Understanding

30-50 months	<ul style="list-style-type: none">• Understands use of objects (e.g. "What do we use to cut things?")• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.• Responds to simple instructions, e.g. to get or put away an object.• Beginning to understand 'why' and 'how' questions.
40-60 months	<ul style="list-style-type: none">• Responds to instructions involving a two-part sequence.• Understands humour, e.g. nonsense rhymes, jokes.• Able to follow a story without pictures or props.• Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>

EYFS- Speaking

30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
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EYFS- Speaking

40-60 months	<ul style="list-style-type: none">• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Uses language to imagine and recreate roles and experiences in play situations.• Links statements and sticks to a main theme or intention.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative into their play.
Early Learning Goal	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

EYFS—PSHCE

PSHCE

PSHCE

Children will access a range of activities, including: Ant bullying week, Fair trade, Sunbeams, Emotional Health and Well Being week, CAFOD, Hand washing, The rights of the child and British Values.

Health Education

Children will access a range of activities that cover topics such as:
Being Safe, Physical and Mental Well Being, Physical Health and Fitness ,Healthy Eating, Drugs, Alcohol and Tobacco, Health and Prevention and Basic First Aid

Relationships Education

Children will access a range of activities that cover topics such as:
Families and people for care for me , Caring Friendships, Respectful relationships ,
Online Relationships, Managing difficult questions, The Law and Internet safety and harms,

RSE

Journey in Love: Physical, Social, Emotional, Intellectual, Spiritual See the RSE Curriculum map on the school website

EYFS- Reading

30-50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

EYFS- Reading

40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

EYFS- Writing

30-50 months	<ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meaning to marks that they see in different places.
40-60 months	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts.
Early Learning Goal	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

EYFS- Number

30-50 months

- Uses some number names and number language spontaneously
- Uses some number names accurately in play
- Recites number in order to 10
- Knows that numbers identify how many objects are in a set
- Beginning to represent numbers using fingers, marks on paper or pictures
- Sometimes matches numeral and quantity correctly
- Shows curiosity about numbers by offering comments or asking questions
- Compares two groups of objects, saying when they have the same number
- Shows an interest in number problems
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Shows an interest in numerals in the environment
- Shows an interest in representing numbers
- Realises not only objects, but anything can be counted, including steps, claps or jumps

40-60 months

- Recognise some numerals of personal significance
- Recognises numerals 1 to 5
- Counts up to three or four objects by saying one number name for each of them
- Counts actions or objects which cannot be moved
- Counts objects to 10, and beginning to count beyond 10
- Counts up to six objects from a larger group
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Counts an irregular arrangement of up to ten objects
- Estimates how many objects they can see and checks by counting them
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or less from a group of up to five objects, then ten objects
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
- Records, using marks that they can interpret and explain
- Begins to identify own mathematical problems based on own interests and fascinations

**Early Learning
Goal**

Children count reliably with number from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing

EYFS- Shape, Space and Measures

30-50 months

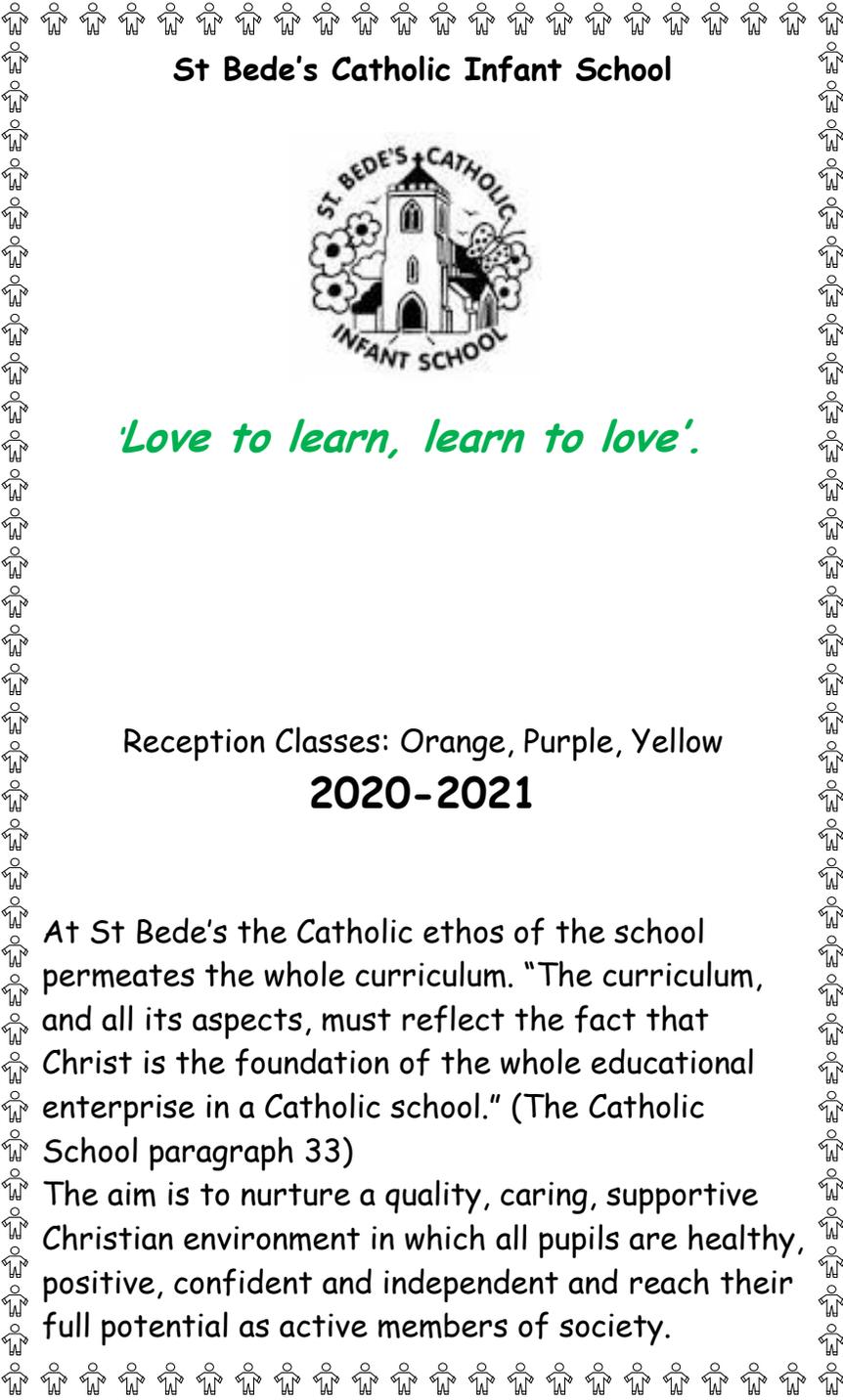
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows an awareness of similarities of shapes in the environment
- Uses positional language
- Shows interest in shape sustained by construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Uses shapes appropriately for tasks beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

40-60 months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape
- Can describe their relative position such as 'behind' or 'next to'
- Orders two or three items by length of height
- Orders two items by weight or capacity
- Uses familiar objects and common shapes to create and recreate patterns and build models
- Uses everyday language related to time
- Beginning to use everyday language related to money
- Orders and sequences familiar events
- Measures short periods of time in simple ways

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



St Bede's Catholic Infant School



'Love to learn, learn to love'.

Reception Classes: Orange, Purple, Yellow
2020-2021

At St Bede's the Catholic ethos of the school permeates the whole curriculum. "The curriculum, and all its aspects, must reflect the fact that Christ is the foundation of the whole educational enterprise in a Catholic school." (The Catholic School paragraph 33)

The aim is to nurture a quality, caring, supportive Christian environment in which all pupils are healthy, positive, confident and independent and reach their full potential as active members of society.

Autumn 1st Half Term - Theme: 'Getting to Know You'

Religious Education

We will be exploring the topics 'Myself' and 'Belonging—Welcome'

Myself— Your child will think about, explore and celebrate that God knows each of us by our name and loves all of us.

Belonging—Welcome—Your child will think about what it is to be welcomed and learn about Baptism, our welcome into God's family.

SEAL Topics—Belonging, Self Awareness, Understanding my Feelings, Managing my Feelings, Social Skills. (See activity sheets in Home/School Diaries)

Personal, Social and Emotional Development

We will be considering your child's 'Self-confidence and self-awareness', the way they 'Manage feelings and behaviour' and their ability to 'Make relationships'.

We want your child to feel happy and secure— we will establish a trusting atmosphere where your child is able to communicate their needs confidently and express ideas freely.

Your child will be introduced to all staff and to each other and encouraged to develop positive relationships with teachers and other children.

They will be helped to become familiar with the building, routines and rules and to develop their understanding of acceptable / appropriate behaviour.

SEAL Topics—Belonging, Self Awareness, Understanding my Feelings, Managing my Feelings, Social Skills, Understanding my Rights and Responsibilities.

Physical Development

Moving and Handling:

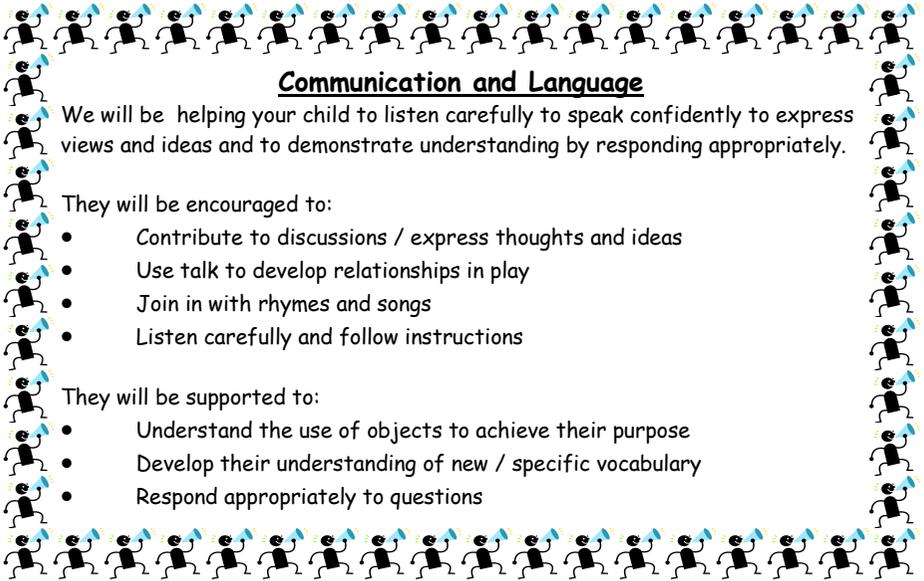
We will use a wide range of materials and resources to enable children to develop their control and effective use.

We will use outdoor equipment, the outdoor environment and the hall to develop children's control and safe use of space.

Health and Self-care:

Your child will be encouraged to communicate their needs to relevant adults.

We will establish toilet and hand washing routines, support children to enjoy lunch times and help them to change into PE kits.



Communication and Language

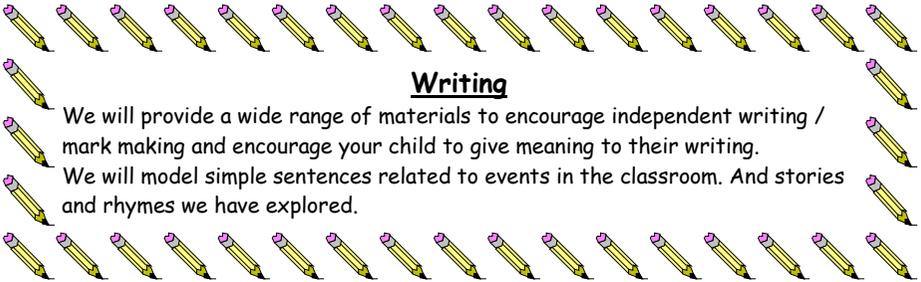
We will be helping your child to listen carefully to speak confidently to express views and ideas and to demonstrate understanding by responding appropriately.

They will be encouraged to:

- Contribute to discussions / express thoughts and ideas
- Use talk to develop relationships in play
- Join in with rhymes and songs
- Listen carefully and follow instructions

They will be supported to:

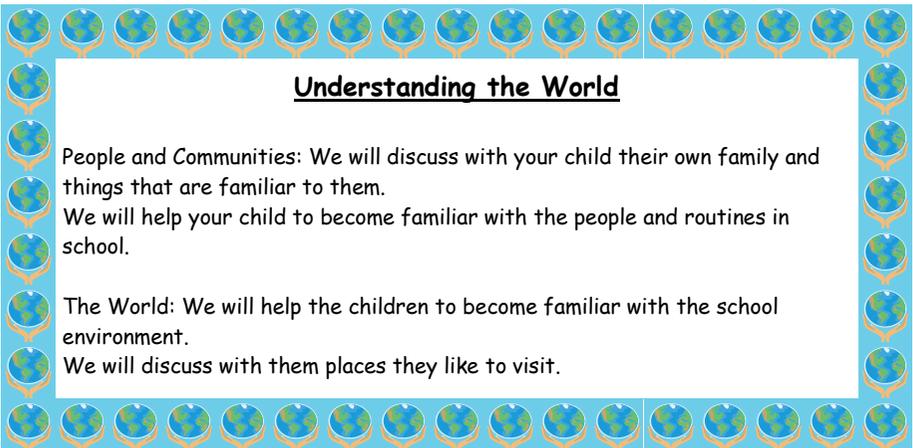
- Understand the use of objects to achieve their purpose
- Develop their understanding of new / specific vocabulary
- Respond appropriately to questions



Writing

We will provide a wide range of materials to encourage independent writing / mark making and encourage your child to give meaning to their writing.

We will model simple sentences related to events in the classroom. And stories and rhymes we have explored.



Understanding the World

People and Communities: We will discuss with your child their own family and things that are familiar to them.

We will help your child to become familiar with the people and routines in school.

The World: We will help the children to become familiar with the school environment.

We will discuss with them places they like to visit.



Reading

Your child will listen to a range of stories and rhymes and be given books to share with you at home.

Phonics: We will focus on careful listening, the recognition of patterns in sounds and recognition of letters and sounds.



Expressive Arts and Design

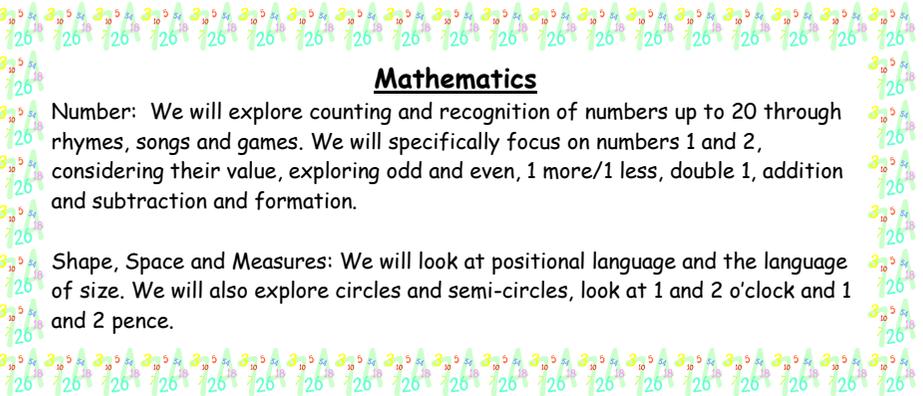
We will help your child to build up a repertoire of songs and rhymes and use percussion instruments to accompany them.

Your child will have the opportunity to use a wide range of materials and tools to work creatively. We will encourage your child to select the resources they need independently.

We will help the children to take on roles and to engage in small world play.

Arts / Awe and Wonder Week - 2019-20 theme is 'Colour'.

Community Arts / Awe and Wonder Saturday.



Mathematics

Number: We will explore counting and recognition of numbers up to 20 through rhymes, songs and games. We will specifically focus on numbers 1 and 2, considering their value, exploring odd and even, 1 more/1 less, double 1, addition and subtraction and formation.

Shape, Space and Measures: We will look at positional language and the language of size. We will also explore circles and semi-circles, look at 1 and 2 o'clock and 1 and 2 pence.

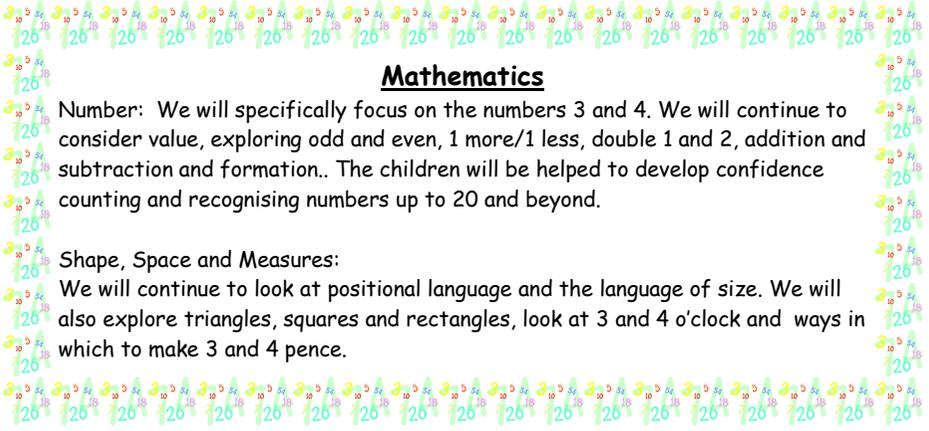


Technology

We will use computers and i-pads to play games and access the internet to find out information.

We will provide a range of electronic toys for your child to explore.

We will use photographs to record, discuss and develop activities.

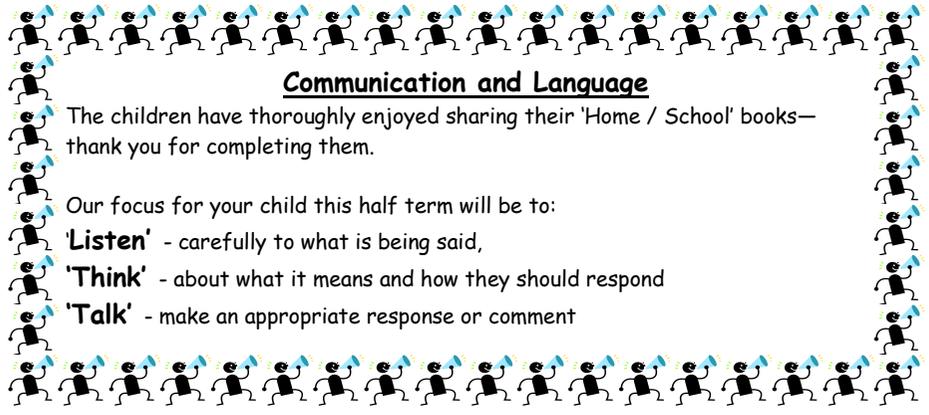


Mathematics

Number: We will specifically focus on the numbers 3 and 4. We will continue to consider value, exploring odd and even, 1 more/1 less, double 1 and 2, addition and subtraction and formation.. The children will be helped to develop confidence counting and recognising numbers up to 20 and beyond.

Shape, Space and Measures:

We will continue to look at positional language and the language of size. We will also explore triangles, squares and rectangles, look at 3 and 4 o'clock and ways in which to make 3 and 4 pence.



Communication and Language

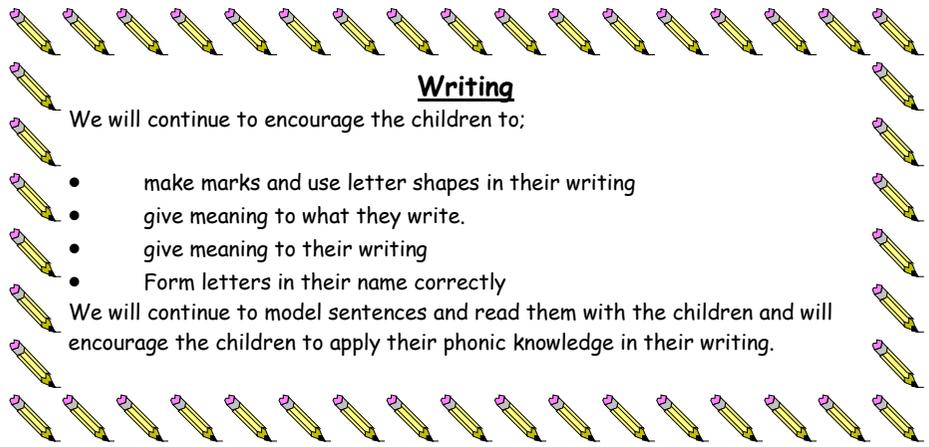
The children have thoroughly enjoyed sharing their 'Home / School' books— thank you for completing them.

Our focus for your child this half term will be to:

'Listen' - carefully to what is being said,

'Think' - about what it means and how they should respond

'Talk' - make an appropriate response or comment

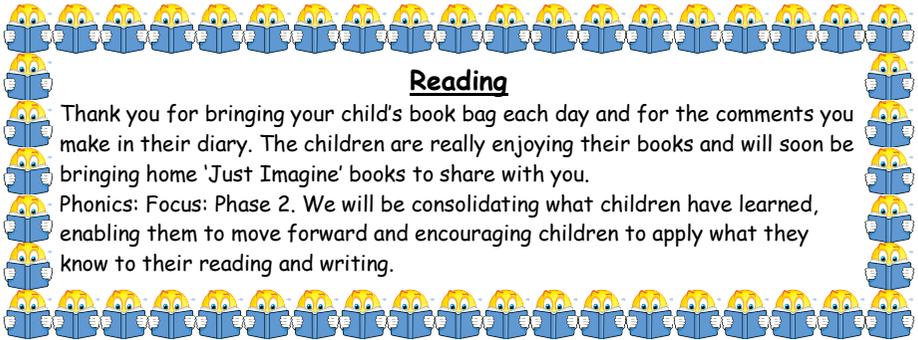


Writing

We will continue to encourage the children to:

- make marks and use letter shapes in their writing
- give meaning to what they write.
- give meaning to their writing
- Form letters in their name correctly

We will continue to model sentences and read them with the children and will encourage the children to apply their phonic knowledge in their writing.



Reading

Thank you for bringing your child's book bag each day and for the comments you make in their diary. The children are really enjoying their books and will soon be bringing home 'Just Imagine' books to share with you.

Phonics: Focus: Phase 2. We will be consolidating what children have learned, enabling them to move forward and encouraging children to apply what they know to their reading and writing.

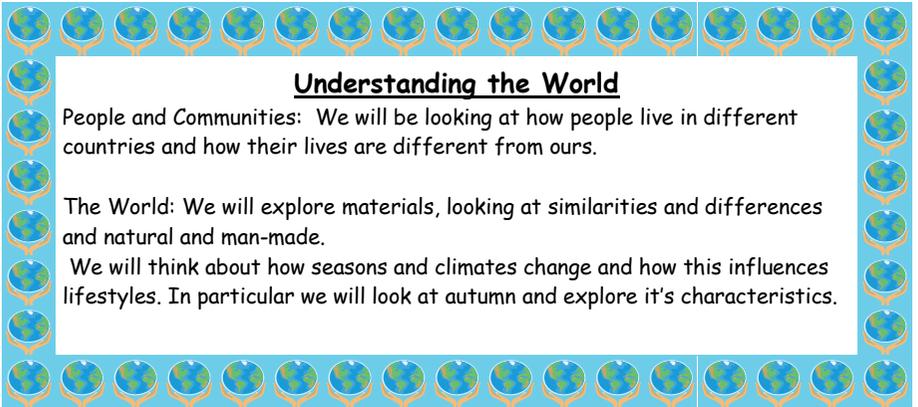


Expressive Arts and Design

The children will be learning new songs and rhymes linked to Traditional Tales. They will use percussion instruments to enhance role play and develop their understanding of how music can be changed.

We will use a wide range of materials to make pictures and explore pattern.

Christmas play—we are sure the children will thoroughly enjoy developing their knowledge of the Christmas story through music, dance and drama.

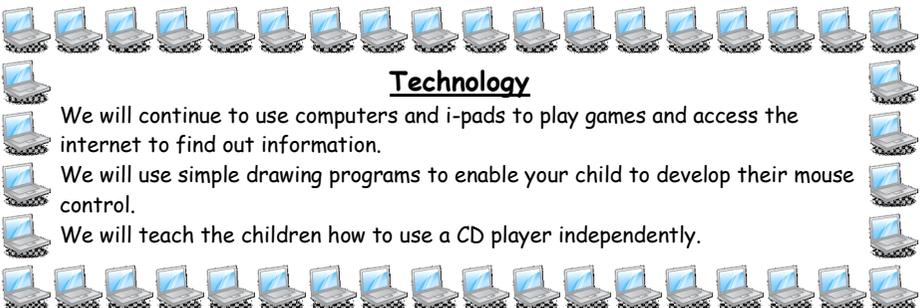


Understanding the World

People and Communities: We will be looking at how people live in different countries and how their lives are different from ours.

The World: We will explore materials, looking at similarities and differences and natural and man-made.

We will think about how seasons and climates change and how this influences lifestyles. In particular we will look at autumn and explore it's characteristics.



Technology

We will continue to use computers and i-pads to play games and access the internet to find out information.

We will use simple drawing programs to enable your child to develop their mouse control.

We will teach the children how to use a CD player independently.

Spring Term -Theme: 'Myself and My Feelings'

Religious Education

We will be exploring the topics 'Celebrating', 'Gathering' and 'Growing'
Celebrating—What a celebration is and what and how the parish family celebrates.

Gathering—how the parish family gathers for Mass and the joy of listening to God's word.

Growing— Recognising growth in nature and Lent as a time to grow more like Jesus. Think about Good Friday and getting ready for Easter.

Journey in Love—God loves each of us in our uniqueness.

Writing

We will be encouraging the children to develop some independence in their writing by:

- Asking them to think about what they are going to write.
- Helping them to apply their phonic knowledge and recollection of key words to their writing.
- Reading their sentence as they write.

We will be looking at different purposes for writing and practicing letter Formation.

Physical Development

Moving and Handling:

We will continue to use a wide range of materials and resources to enable children to develop their fine motor control and effective use of tools.

PE..... Thank you for labelling all items of clothing—it is much appreciated!
PE kits will be needed every week.

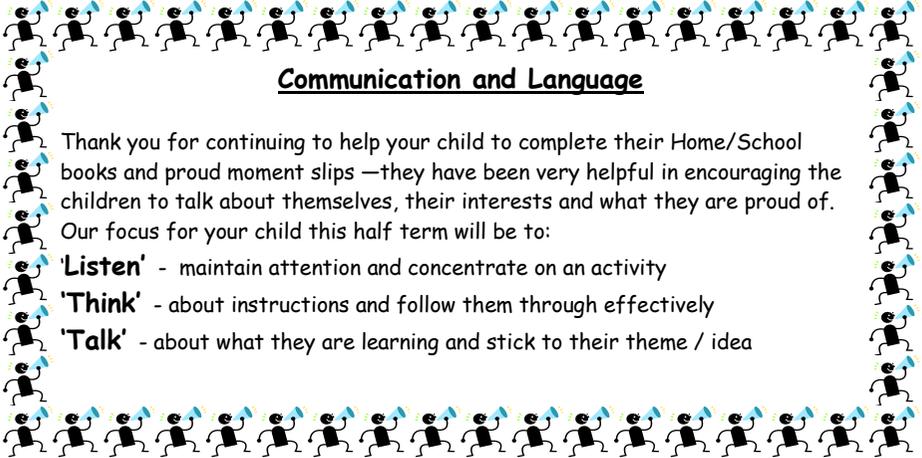
During PE lessons children will learn to think about their balance and control of their own movements. They will also be encouraged to think about and develop the control they have over the objects they are using.

We will be exploring dance and responses to music.

Health and Self-care:

Your child will consider and discuss their understanding of a healthy lifestyle.

They will begin to understand good practice in relation to exercise, eating, sleeping and hygiene. They will also be encouraged to think about safety in relation to their movements and the objects they are using.



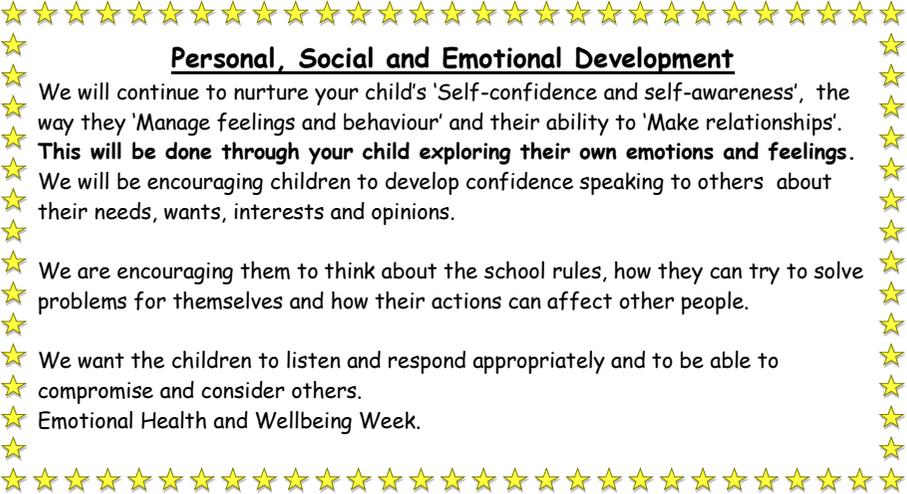
Communication and Language

Thank you for continuing to help your child to complete their Home/School books and proud moment slips —they have been very helpful in encouraging the children to talk about themselves, their interests and what they are proud of. Our focus for your child this half term will be to:

'Listen' - maintain attention and concentrate on an activity

'Think' - about instructions and follow them through effectively

'Talk' - about what they are learning and stick to their theme / idea



Personal, Social and Emotional Development

We will continue to nurture your child's 'Self-confidence and self-awareness', the way they 'Manage feelings and behaviour' and their ability to 'Make relationships'.

This will be done through your child exploring their own emotions and feelings.

We will be encouraging children to develop confidence speaking to others about their needs, wants, interests and opinions.

We are encouraging them to think about the school rules, how they can try to solve problems for themselves and how their actions can affect other people.

We want the children to listen and respond appropriately and to be able to compromise and consider others.

Emotional Health and Wellbeing Week.



Understanding the World

People and Communities: We will be looking at how people celebrate and gather together. We will also be looking at diversity, how we are all different and learning how to treat each other with respect.

The World: we will be exploring everyday materials using our senses.

We will be learning about forces - pushes and pulls and how things work.

We will observe and discuss the characteristics of winter and explore the changes we see as winter evolves into spring.



Reading



Thank you for bringing your child's book bag each day and for the comments you make in their diary.



The children are really enjoying their 'Just Imagine' books.



We will be sharing fiction and non-fiction books related to our topics.



Phonics: The children will be working in groups to present challenge and enable them to make progress at the appropriate level.



We will be introducing guided reading in class.



Expressive Arts and Design

The children will be learning new songs and rhymes linked to themselves and their feelings. They will use percussion instruments to express ideas and feelings and to help develop their understanding of pulse and rhythm.

We will use a wide range of construction materials and tools to encourage appropriate selection of resources and techniques.

We will encourage self expression through dance, music and role play.



Mathematics

Number: We will specifically focus on the numbers 5, 6, 7 and 8. We will continue to consider value, exploring odd and even, counting in 2's, 1 more/1 less, double 1 and 2, addition and subtraction (including number bonds) and formation.. The children will begin to explore problem solving and appropriate methods of recording their explorations with number.

Shape, Space and Measures: The children will be introduced to pentagons, hexagons and octagons and begin to sort and classify shapes.

They will learn and use the language related to size, length, weight and capacity and that related to time and sequencing of events.



Technology

We will continue to use computers and i-pads to complete simple programs and access the internet to find out information.

We will think about and discuss how technology is used daily in the home— washing machines, cookers etc.

We will help the children to record their work through photographs.



Summer 1st Half Term -Theme: 'Growing and Changing'

Religious Education

We will be exploring the topics 'Good News' Islam and 'Friends'.

Good News—That everyone has Good News to tell and that Pentecost is the celebration of the Good News of Jesus.

Islam—That prayer mats are special to Muslims.

Friends— How we make friends and being a good friend. That Jesus had friends and we can be friends of Jesus. Understand Jesus' rule for friends.

Journey in Love—God loves each of us in our uniqueness.

Writing

We will be encouraging the children to further develop independence in their writing by;

- Asking them to verbalise what they want to write.
- Helping them to apply their phonic knowledge and recollection of key words to their writing.
- Reading their sentence as they write.

We will continue to explore different purposes for writing.

Can you help your child to form their letters

Correctly and write simple sentences?

Physical Development

Moving and Handling:

We will continue to use a wide range of materials and resources to enable children to develop their control and effective use of tools.

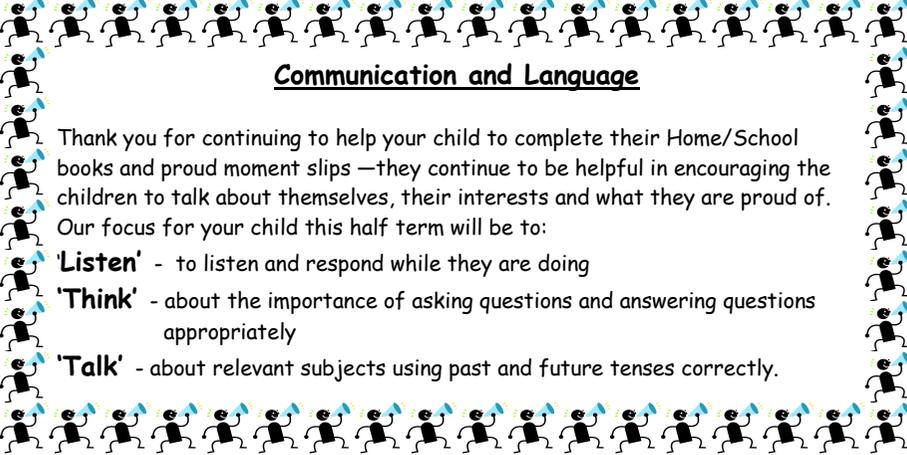
PE..... Thank you for labelling all items of clothing—it is much appreciated!

PE kits will be needed every week.

During PE lessons children learn gymnastic shapes and to handle apparatus including a range of throwing equipment with care and precision.

Health and Self-care:

Your child will consider and discuss further their understanding of a healthy diet and how this is important to their overall good health. They will also consider the need for medicine safety.



Communication and Language

Thank you for continuing to help your child to complete their Home/School books and proud moment slips —they continue to be helpful in encouraging the children to talk about themselves, their interests and what they are proud of. Our focus for your child this half term will be to:

'Listen' - to listen and respond while they are doing

'Think' - about the importance of asking questions and answering questions appropriately

'Talk' - about relevant subjects using past and future tenses correctly.



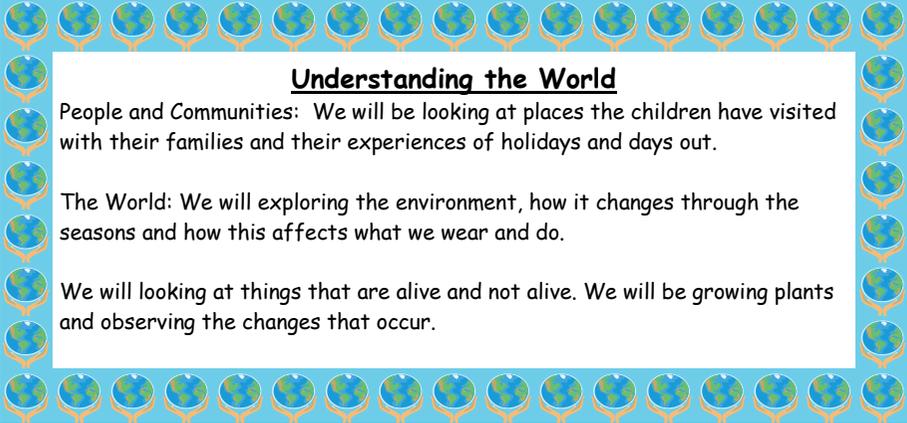
Personal, Social and Emotional Development

We will continue to nurture your child's 'Self-confidence and self-awareness', the way they 'Manage feelings and behaviour' and their ability to 'Make relationships'.

We will help children to be able to resolve conflicts/make compromises with other children.

We will encourage the children to be able to access activities with growing independence, being able to follow rules for organisation and safety.

We will ask the children to think about what they are good at and have the confidence to select activities independently .

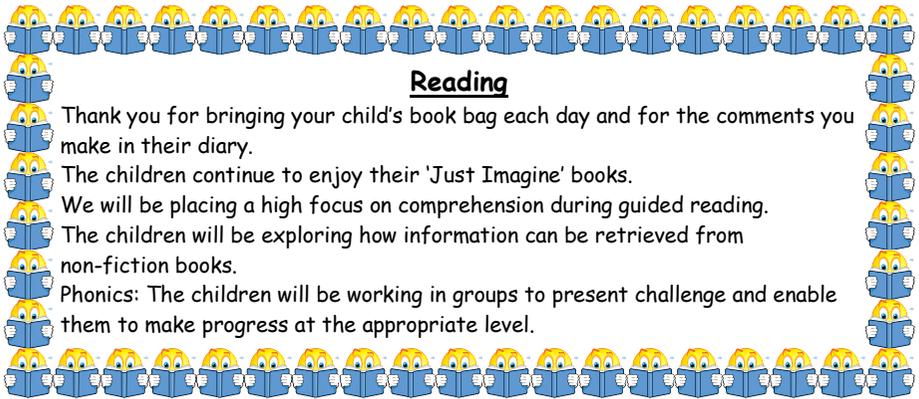


Understanding the World

People and Communities: We will be looking at places the children have visited with their families and their experiences of holidays and days out.

The World: We will exploring the environment, how it changes through the seasons and how this affects what we wear and do.

We will looking at things that are alive and not alive. We will be growing plants and observing the changes that occur.



Reading

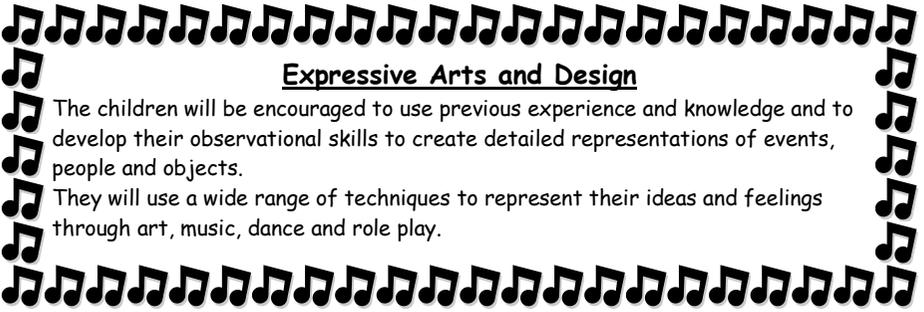
Thank you for bringing your child's book bag each day and for the comments you make in their diary.

The children continue to enjoy their 'Just Imagine' books.

We will be placing a high focus on comprehension during guided reading.

The children will be exploring how information can be retrieved from non-fiction books.

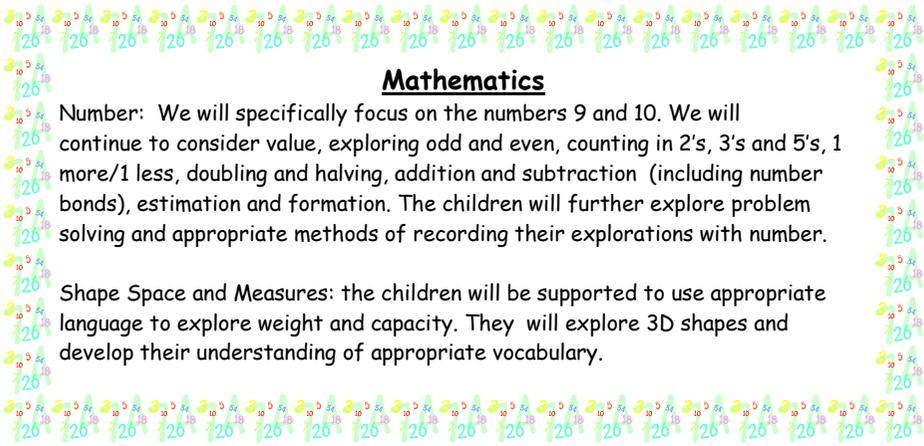
Phonics: The children will be working in groups to present challenge and enable them to make progress at the appropriate level.



Expressive Arts and Design

The children will be encouraged to use previous experience and knowledge and to develop their observational skills to create detailed representations of events, people and objects.

They will use a wide range of techniques to represent their ideas and feelings through art, music, dance and role play.



Mathematics

Number: We will specifically focus on the numbers 9 and 10. We will continue to consider value, exploring odd and even, counting in 2's, 3's and 5's, 1 more/1 less, doubling and halving, addition and subtraction (including number bonds), estimation and formation. The children will further explore problem solving and appropriate methods of recording their explorations with number.

Shape Space and Measures: the children will be supported to use appropriate language to explore weight and capacity. They will explore 3D shapes and develop their understanding of appropriate vocabulary.



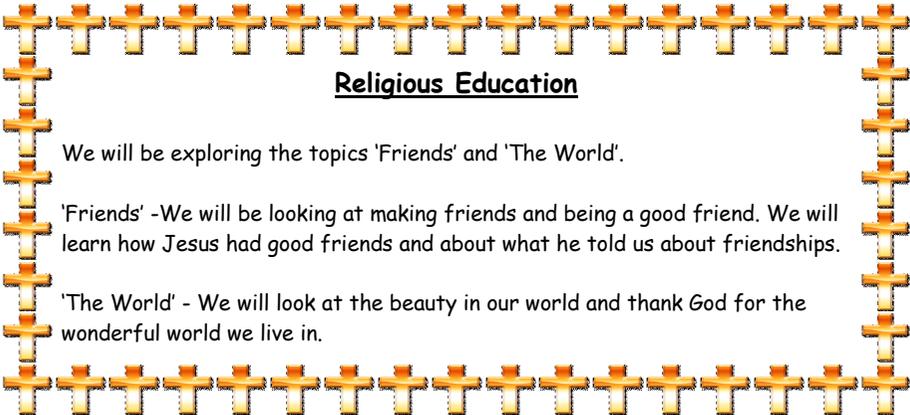
Technology

We will continue to use computers and i-pads to play games and access the internet to find out information.

The children will use cameras and i-pads to take photographs and videos.

We will use remote control toys to develop children's understanding of direction and planning.

Summer 2nd Half Term -Theme: 'Animals and Environments'

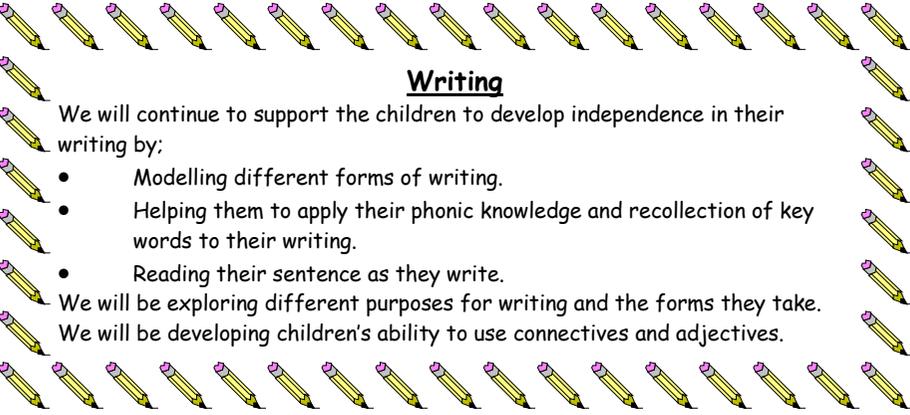


Religious Education

We will be exploring the topics 'Friends' and 'The World'.

'Friends' -We will be looking at making friends and being a good friend. We will learn how Jesus had good friends and about what he told us about friendships.

'The World' - We will look at the beauty in our world and thank God for the wonderful world we live in.



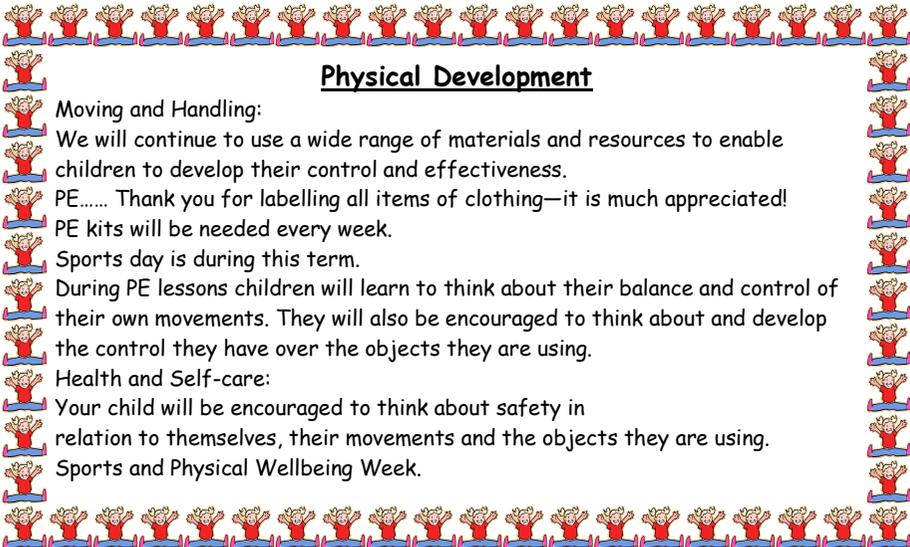
Writing

We will continue to support the children to develop independence in their writing by;

- Modelling different forms of writing.
- Helping them to apply their phonic knowledge and recollection of key words to their writing.
- Reading their sentence as they write.

We will be exploring different purposes for writing and the forms they take.

We will be developing children's ability to use connectives and adjectives.



Physical Development

Moving and Handling:

We will continue to use a wide range of materials and resources to enable children to develop their control and effectiveness.

PE..... Thank you for labelling all items of clothing—it is much appreciated!

PE kits will be needed every week.

Sports day is during this term.

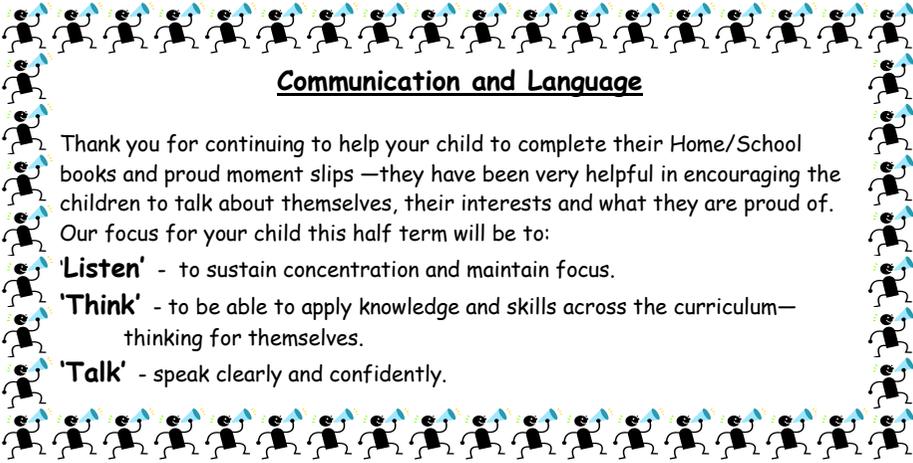
During PE lessons children will learn to think about their balance and control of their own movements. They will also be encouraged to think about and develop the control they have over the objects they are using.

Health and Self-care:

Your child will be encouraged to think about safety in

relation to themselves, their movements and the objects they are using.

Sports and Physical Wellbeing Week.



Communication and Language

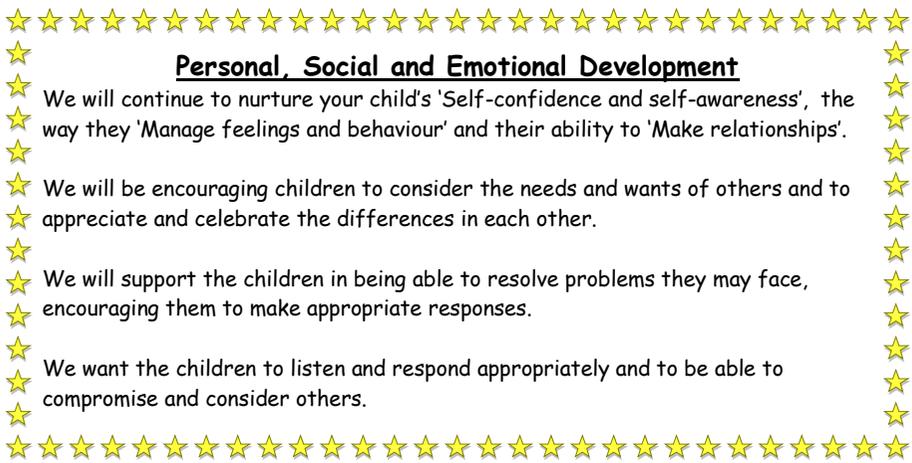
Thank you for continuing to help your child to complete their Home/School books and proud moment slips —they have been very helpful in encouraging the children to talk about themselves, their interests and what they are proud of.

Our focus for your child this half term will be to:

'Listen' - to sustain concentration and maintain focus.

'Think' - to be able to apply knowledge and skills across the curriculum—
thinking for themselves.

'Talk' - speak clearly and confidently.



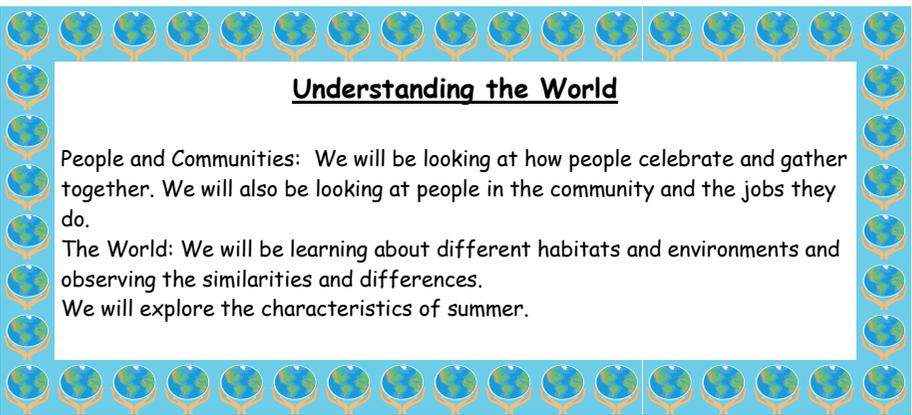
Personal, Social and Emotional Development

We will continue to nurture your child's 'Self-confidence and self-awareness', the way they 'Manage feelings and behaviour' and their ability to 'Make relationships'.

We will be encouraging children to consider the needs and wants of others and to appreciate and celebrate the differences in each other.

We will support the children in being able to resolve problems they may face, encouraging them to make appropriate responses.

We want the children to listen and respond appropriately and to be able to compromise and consider others.

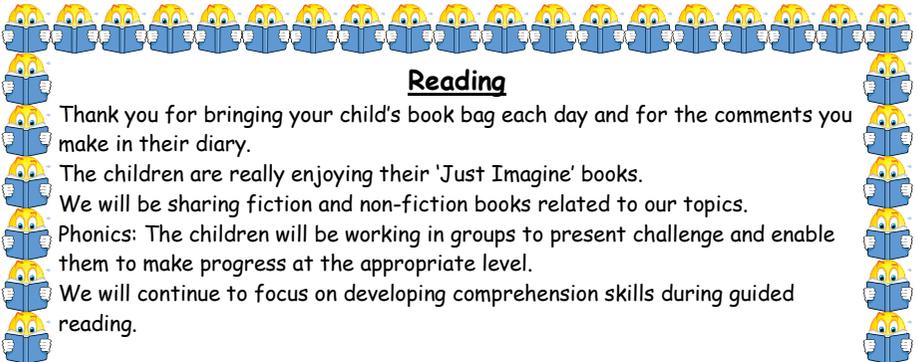


Understanding the World

People and Communities: We will be looking at how people celebrate and gather together. We will also be looking at people in the community and the jobs they do.

The World: We will be learning about different habitats and environments and observing the similarities and differences.

We will explore the characteristics of summer.



Reading

Thank you for bringing your child's book bag each day and for the comments you make in their diary.

The children are really enjoying their 'Just Imagine' books.

We will be sharing fiction and non-fiction books related to our topics.

Phonics: The children will be working in groups to present challenge and enable them to make progress at the appropriate level.

We will continue to focus on developing comprehension skills during guided reading.



Expressive Arts and Design

The children will be learning new songs and rhymes linked to animals. They will use percussion instruments to accompany songs.

We will use construction materials to enable children to follow more complex instructions and to encourage imagination and creativity.

We will encourage self-expression and interpretation of ideas through dance, music and role play.

Community Arts / Awe and Wonder Saturday

(Including Mission, Equalities and RSE Consultation)



Mathematics

Number: The children will explore teen numbers, beginning to understand place value. They will look at patterns in number using a 100 numbers square and consolidate counting in 2's, 3's, 5's and 10's. They will explore more complex problems and continue to consider different methods of recording their work.

Shape, Space and Measures: The children will continue to work with 3D shapes and will be encouraged to use appropriate shape and size language to describe craft work and models they have made.



Technology

We will continue to use computers and i-pads to play games and access the internet to gather and retrieve information.

We will help the children to complete simple programs on the computer.

We will use programmable toys to encourage the children to plan and map routes..

