

Physical Development:

Depending on their age and stage of development children will be learning to:

Reception: Change for PE with minimal adult support and engage fully in PE lessons, continuing to develop new skills. Engage in a wide range of physical play outdoors with increasing skill and safety. Use effective tripod grip with pencil to write most of Set 1 letters and use scissors and other tools independently for own creations.

Nursery 3- and 4-year-olds:

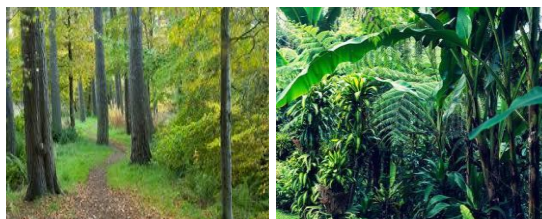
Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over all the letters of own name, use scissors effectively to follow straight lines when cutting.

Rising 3s: Engage in a range of physical activities

outdoors with some adult support. Use a variety of tools for mark making with cylindrical (palmar) grip. Roll playdough into balls and snakes. Use loop scissors to snip.

Personal, Social and Emotional Development:

In PSHE sessions with NG children will.: Focus on recognising their own and others' emotions. All children will also: Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage (see Curricular Goals). Develop age-appropriate independence skills at lunchtime, snack time and in the bathroom and learning to seek help when needed.



General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for 8: 45am start. Pick them up at 12:00 or 3:15 pm. All drop-offs and pick-ups are from the Class 1 door.
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children will have PE on a Friday morning this term. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE, but it will be very helpful if they have a spare set of comfortable clothes in school at all times.**
- ★ Please talk to us about anything you that is worrying you or that you would like to know more about.
- ★ Please make sure your child has a coat every day and hat and gloves on cold days.

Communication & Language:

Depending on their age and stage of development children will be learning to:


Reception:

Listen and respond in the whole class group. Express ideas in sentences including using story language, retelling familiar stories with minimal prompts and making predictions of what might happen next in an unfamiliar story. Pretend play: Play imaginatively with others taking on different roles, incorporating familiar storylines and taking on the ideas of others.

Nursery 3- and 4-year-olds:

Listen and respond in whole class group activities. Talk to adults and other children in sentences including a sequence of events from familiar stories using past tenses or saying what is going to happen next in a familiar story. Pretend play: Role Play familiar situations and stories with other children using objects to represent other objects in their play. Engage in small world play for longer periods and start to give commentaries or add voices to this type of play.

Rising 3s: Listen and attend to group activities for longer periods. Express wants and needs to familiar adults and comment on 'here and now' combining 3 main words. Pretend play: Engage in simple pretend play in home corner or outside using realistic objects and other materials together. Recognise story props and costumes and engage with them in play. Start to carry out simple small world pretend play sequences.

Literacy: Reception: Listen and respond to stories or non-fiction books in class groups, starting to answer more complex when, why and how questions: *'The Gruffalo', 'Giraffes Can't Dance'* , *'The Selfish Crocodile,' 'Where's my Teddy',' 'Down in the Jungle,' 'Row your boat'* (songs and stories) **'Rainforests: Explore My World; (non- fiction) 'A Tree Grows up: explore My world' (non- fiction)**

Phonics: Consolidate reading and writing all **RWI** Set 2 in CVC plus CVCC and CCVC words. Start to learn **RWI** Set 3 Sounds. Writing: Start to write simple phrases and sentences in meaningful contexts.

Nursery 3- and 4-year-olds: engage with whole class stories or non-fiction books and show understanding by answering who, what, and where or when questions or through pretend play, Phonics: spot pairs of rhyming words and older children continue a rhyming string. Identify objects or pictures from a small group by their initial sounds. Start to orally blend sounds together to identify an object or a picture. Tap out multi syllabic words or short phrases. Writing: Develop use of 'writing' in pretend play and start to write one or more letters from own name independently. Older pupils order magnetic letters to spell their name and begin to copy their whole name. **Rising 3s:** Enjoy sharing familiar stories in groups, fill in gaps with key words and join in with repeated refrains. Phonics: join in with a range of rhythmical activities, nursery rhymes and action songs.

Expressive Art and Design: Reception:
 Reception: Techniques: Wax resist mark making. Genre: collaborative jungle art. Key artist: Henri Matisse. Children will participate in adult led creative activities related to woodland or the jungle e.g. animal print fabric collages as well as initiating their own creations. They will learn songs and actions for an Easter Collective Worship and learn action songs related to our topic. **Charanga** Unit 3 'Everyone! **Nursery 3- and 4-year-olds;** As Reception with support when necessary.

Risings 3s: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities

Maths: Reception: White Rose Maths: Phase 4: **Alive in 5!** Introduce Zero, continue to compare 4 and 5, understand the composition of 4 & 5, Compare Mass (2) Compare Capacity (2). Complete jigsaws with 10 pieces.

Nursery 3-4-year-olds; Develop 1-1 correspondence for 1, 2, 3, 4, 5 & 6 to count objects. Compare 5 & 6 and talk about one more and one less. Compare Mass and Capacity activities -differentiated for Nursery children. Complete jigsaw puzzles 12 or more pieces .

Rising 3s: Join in with number songs and rhymes. Start to recite numbers up to 6. Match objects, shapes, colours or sizes of objects and start to recognise and use some shape and colour names. Stack 6 or more bricks. Complete inset puzzles with at least 6 pieces.

RE: Reception: Children will start our new topic: **Diocesan Syllabus:** F4 Being Special, where do we belong?

Understanding the World: Reception: will compare the two different environments of British Woodland and Tropical Jungle. They will find about and record facts about both from textbooks and from the internet. Go on a woodland walk and collect woodland natural materials. Talk about the differences and similarities in the environments in terms of the climate, plants and trees and what creatures live in them. There will be opportunities to look at world maps and globes to find out which areas of the world are jungles/rainforests. We will talk about the importance of having jungle areas /rainforests) in the world. Children will make their own maps e.g. to lead someone through a wood. They will research and record facts about animals that live in both environments.

Nursery 3 and 4 years: Participate in Reception teaching and learning activities above with adult support.

Rising 3s Engage in sensory play with woodland materials and pretend play with woodland and jungle animals. Spot pictures of animals in stories and non-fiction books.