

Literacy Reading and Writing Through daily phonics and guided reading sessions to learn to recognise the consonant digraphs and vowel digraphs and to use this knowledge when reading and spelling words with these sounds in. To maintain confidence with sounds already learned. To apply phonic skills in both reading and writing and to gain confidence and independence in reading and spelling tricky words. When reading, to handle reading books independently and to point to and follow the text independently. Begin to talk about and apply strategies that will help their reading. Recognize that non fiction books can be a source of information and begin to identify some of their features. Writing opportunities across a range of contexts linked to toys such as writing simple instructions relating to how to play/ use a specific toy, in response to the stories we have read in school and labels and captions to add to the class environment. Support children to compose and write simple captions and sentences both from adult led opportunities and through enhancements and resources within the environment.

Expressive Arts and Design: Using Media and materials / Being Imaginative . Children have access to a variety of media and materials. Observational drawings of their own toys. Creating winter pictures and sculptures using different media. Explore winter through colour which colours would you use to create a winter picture? Create patterns using a variety of materials and colours. Making dragons and lions linked to Chinese New Year and use as part of a dance. Sing songs linked to our themes and play instruments, listen to music and move in response. Create our own toy stories using toys as characters retell and record our stories. In role as a shopkeeper or customer for a role play toyshop.

Personal, Social and Emotional Development– Self Confidence and Self awareness: To be confident to explain own knowledge and understanding and be confident to ask appropriate questions of others .To continue to be happy, motivated and excited to learn. To display high levels of concentration in self chosen activities to take pride in their work. ~ circle time discussion and show and tell sessions. **Managing Feelings and Behaviour:** Continue to be aware of the boundaries set and of behavioural expectations in the classroom, respond to the traffic light system. To begin to name and describe their own and others' emotions through circle time and response to stories. **Making Relationships:** Plan cooperative experiences so that children need to share ideas and resources and take turns when working with peers. To co-operate and show tolerance and kindness to others, learn ways to negotiate and solve problems through play.

Communication and Language Listening and Attention: To maintain attention, listening and concentration in both large and small group activities, during adult led experiences and during their play. Listen to and respond to ideas expressed by others in conversation and discussion. Children will learn to talk about and describe good listening skills. **Understanding** Through games and class routines children will follow instructions accurately. Listen to and respond to stories with and without pictures and props both familiar and made up stories. In a range of contexts children will be able to answer 'how' and 'why' questions. **Speaking** To use talk to sequence clarify and organise thoughts feelings and ideas and events across a range of contexts such as sharing ideas and explaining their understanding. To develop and introduce a storyline / narrative into their play by acting out familiar stories as well as creating their own stories and ideas.

Mathematics. Number: Recognise, write and order numbers to 20. Confidently count forwards and backwards from 1 to 20. Practice counting objects accurately and images which cannot be moved and matching to the correct numeral. Begin to estimate quantities accurately, learn to count in 2s and 10s. **Rapid recall** of the number that is 1 more or 1 less than a number to 20. Learn to add and subtract and use mathematical language to describe the process (add / plus / take away/ subtract/ altogether /equals). **Shape, space and Measure:** Comparing length/ height and using appropriate mathematical language to compare (shorter/ taller/ longer rather than bigger and smaller). Begin to use non standard measures to measure height and length. Create and continue repeating patterns. Understand and use language related to money recognise simple coins and use to buy items in the toyshop.

Physical Development.

Moving and Handling: Move confidently and negotiate space, show good balancing and control. Use equipment for throwing, catching , kicking and aiming . Weekly P.E sessions with Steve Reddy. In class cooperative block play indoors and outside. Continue to develop fine motor skills through threading, using bolts and screws, using scissors. Weekly fine motor and letter formation practice, working on accuracy and good pencil grip. **Health and Self Care:** showing independence when dressing and undressing, managing own coat and zip/buttons. When building showing an awareness of safety and checking their structures are safe incorporate this into building an obstacle course. Show awareness of how to stay healthy—by helping Red Ted to feel better and to make some more healthy choices. Develop an awareness of healthy choices that they and other family members can make.

Understanding the World

The World –Observe similarities, differences, patterns and change, explaining why some things happen in a variety of contexts—specifically in relation to toys for example comparing the materials that they are made of and investigating how and why they work. Create simple electrical circuits. Explore different materials in their environment and explore their properties. Ball investigation—children choose ways to investigate different sorts of balls (link to materials). How do we know it's winter? Observe seasonal changes and looking at plants and evidence of animals in our environment, observing freezing and melting of ice and explaining why changes occur. **People and Communities:** Children talking about and sharing experiences in their own lives through circle time and All About Me Books. Learning about celebrations and customs linked to Chinese New Year. Compare toys the children have now with the toys they had as babies and link to understanding how they have changed. Compare toys from other countries and cultures. Look at toys from the past and compare with modern toys. **Technology.** Use apps on the ipads (Twinkl phonics,Hairy Letters, Bugs and Buttons to support their learning across the curriculum. Seeing how technology is used in school by going on a technology hunt. Learning how to use the iPad to take photographs and to make short videos. Program the bee bots to visit different toys.

Toys / Chinese New Year

9th January—17th February 2017