



Knowledge and understanding of the World

Talk about ourselves in the past and present tense during talk time.

We will show interest in the lives and families around us.

We will talk about significant events and experiences in our lives.

Understand what makes us unique and talk about similarities and differences between friends and family.

Building Learning Powers

Our BLP learning focuses this term will be:

Managing Distractions.
Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Reasoning
Using your logical and rational skills to work things out methodically and rigorously; constructing good arguments and finding flaws in others.

Literacy

We will learn to look at books independently, handling them carefully.

Listen and join in to stories and poems. Retell the simple stories we have read in class i.e. Marvellous me

Continue rhyming strings linked to the Julia Donaldson books and learn songs by heart i.e. If your Happy and You Know it, Head, Shoulders, Knees and Toes,

We will give meaning to marks.

Write our own name and other things as labels/captions.

We will be following the Read Write Inc. Phonics programme to develop our reading and writing.

Problem Solving, Reasoning and Numeracy

As a mathematician we will be learning to:

- Recognise some numerals of personal significance.
- Recognise numerals 1-5.
- Count up to three or four objects by saying one number name for each item.
- Count objects to 10.
- Count objects that can't be moved.
- Find the total number of items in two groups.
- One more or one less.
- Record using marks that we can interpret and explain.
- Use positional language.
- Use everyday language related to time.
- Order familiar events.

We will be using the Power Maths scheme of work as a base for the above.

Physical Development

We will experiment with different ways of moving. Balancing, turning and jumping off objects and how to land appropriately.
Discuss our favourite healthy foods and why.
Recognising letters and use simple tools.
Hold a pencil effectively and form letters correctly.
Discuss how to keep ourselves healthy.





Expressive arts and design

We will build a repertoire of songs and dances linked to our topic.
 Explore different sounds and instruments.
 Investigate what happens when we mix colour to create paintings of ourselves.
 Construct with a purpose in mind
 Create simple representations of ourselves, events, people and objects.
 We will play alongside others who are engaged in the same theme.
 Play cooperatively as part of a group to develop and act out a story.

Tapestry

Observation evidence will be recorded on Tapestry to track the children's development.
 Evidence uploaded onto Tapestry at home will be used during 'show and tell' to develop communication and language skills.

Twitter and School Newsletter

At least one tweet will be posted each week.
 The School newsletter will be emailed and on the website fortnightly.

Communication and Language

We will listen to others in small groups and responds to other people's ideas.
 In talk time we will:
 describe ourselves (how we look)
 talk about our family, hobbies, where we live, favourite colour....
 explain what makes us special
 say what makes us happy/sad
 identify our likes and dislikes.
 We will focus on maintaining attention, concentrating and sitting quietly during appropriate activities.
 We will ask each other why and how questions about ourselves.
 Extends our vocabulary, exploring the meaning of new words when labelling ourselves and describing our family, likes and dislikes.
 We will use language to imagine and recreate roles and experiences in play situations.



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Personal, Social and Emotional Development

We will introduce classroom/ school rules and routines showing understanding of other people's needs including the adults who work in the setting.
 Follow the behaviour rules set in class.
 Introduce circle time and calendar activities.
 Look at personal history 'how have you changed?' photographic evidence (parental involvement/classroom display).
 Empathise with 'Adri' (literacy) when reading the story and share own family experiences with class during circle time.
 Try out new activities and select resources independently.
 Show awareness of own and others needs.