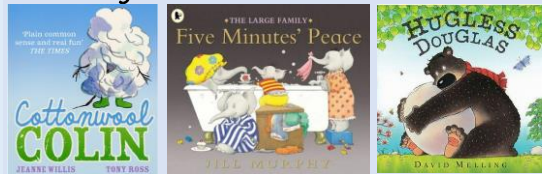


## Communication, language and literacy:

### Key texts:



### Talk through stories



### Talk for writing



### Poetry time

### Cake-o-saurs

### The tiger



Dedicated books to ability, sounds sent home to practise



Vocabulary lessons/NELI/Jigsaw/Continuous provision

## Physical:

**Fine motor:** Use one-handed tools for example cutting out. Focus on letter formation of sounds we have learnt. Turning pages in a book. Pouring using sand and water. Small construction. Threading beads.

**Gross motor:** Digging for mud in the mud kitchen. Trim trail. Large construction outside. Moving a ball, rolling and throwing it. Hitting a target. Bounce a ball and catch

## How can you learn at home?



### Physical Development:

Encourage letter formation. Getting dressed independently.

**Story telling:** Read at home on a daily basis. Read familiar books with your child and ask them comprehension questions

**Communication:** Talk to your children on what they have learnt today. Discuss what they have learnt. Ask children what certain words mean.

**Phonics:** Practice the sounds we have learnt each week. Practice blending (building words) using cards we have sent

## Core books:

Room on the Broom, There was an old lady, Hair Love, The Gruffalo, On the way home, Do you Love Bugs? (Non-Fiction), Super Duper You, Oi Frog, The Rainbow Fish, Pumpkin Soup

## Key questions:

What changes do we see in our environment during winter?  
What types of transport do we use? What did we use before cars?

### Spring 1

### Key Question

*I wonder...how do things move?*

*This is a loose theme that we will focus on this term.*

## Mathematics

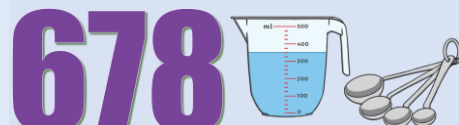
**White Rose:** -To identify one less of a given number up to 5. To understand different combinations of 5. To compare numbers up to 5. To identify equal and unequal amounts within groups. To know how to explain how many altogether. To begin to use a 5 frame to explain answers. To use balance scales to identify heavier and lighter. To recognise and create full, nearly full, nearly empty and empty

-To measure capacity. To recognise, make, sort and compare the number 6. To explore, match the numbers 6,7 and 8. To recognise one more and one less of numbers up to 6. To combine two groups to make numbers. To know that adding two groups together makes a bigger number. Recognising, making, sorting, ordering numbers 9 and 10

**Mastering the curriculum:** -Develop subitising skills for numbers within and beyond 5

-Identifying missing parts for numbers within 5

-Explore the structure of the numbers 6,7 and 8 as '5 and a bit'



## Personal, social and emotional development

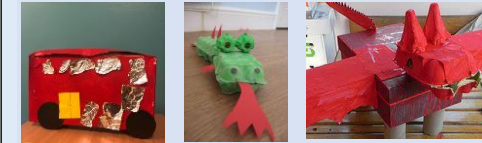
Jigsaw – Dreams and goals  
Challenge. Never giving up. Setting a goal. Obstacles and support. Flight to the fu



## Expressive Art and Design:

### Art

'Sculpture and 3D. Creation station'.  
Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.



### Music:

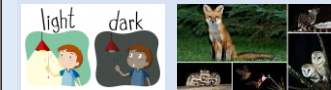
### 'Music and movement'

Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.

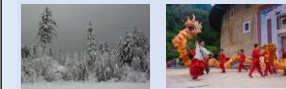


## Understanding the world

**Investigate:** Light and dark. Use torches and a dark tent. What animals are nocturnal? Where do they live?



**Explore:** To explore the changes in our environment during winter.



### Cultures:

Explore Chinese new year. How and why is Chinese new year celebrated? Is it different from how we celebrate new year? If so, how? What are the traditions of Chinese New Year? Is it different from other cultures?