

**Parent session - What we are learning. Every Thursday 8.30 - 8.50. Please come to the main entrance.
You will find out what your child is learning that week and how we teach them to read.**

Communication and Language

Maintains attention, concentrates and sits quietly during appropriate activity.
Understand how to listen carefully and why listening is important. To communicate basic needs and know how to ask for help.
To learn how to resolve conflict using words. To listen to the ideas of others and share their own ideas.
To know how to work with a talking partner during whole class teaching, taking turns in conversation.

Personal, Social and Emotional Development

We will be continuing to develop these skills as we encourage the children to become more independent. To develop strong relationships with their peers and adults in the classroom. Regulate strong feelings.
Be patient for what they want. Be confident to try new activities and show independence. Shows satisfaction in meeting their own goals. To know the school rules and understand the reasons why we have these. Toileting skills -using the toilet and hand washing. Be able to eat independently using a knife and fork. To be familiar with adults who help them in school. To talk about their emotions and be able to share with others what makes them feel happy, sad, angry etc.

R.E- scheme of work

Who celebrates Diwali and how? - F2
Talking about our feelings, happy, sad, angry F3.
Who celebrates Christmas and how? F2

Understanding the World

To learn about historical events and why we celebrate bonfire night. To discuss things that have happened in the past in relation to our time line.
To discuss seasonal changes.
To look at classroom resources and decide which are made of glass, wood, plastic and metal.

Mathematics

In this term pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills.
They will explore the composition of numbers within 5.
They will begin to compare sets of objects and use the language of comparison.
They will be learning how to identify when a set can be subitised and when counting is needed, subitise different arrangements, both unstructured and structured. They will be introduced to the Hungarian number frame.
They will make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
They will be able to spot smaller numbers 'hiding' inside larger numbers.

Physical Development

To practise taking off our shoes and socks and putting them back on for P.E lessons.
To move safely in a large space.
To develop fundamental skills with a particular focus on walking as well as exploring jumping, running, hopping, skipping and climbing.
To manipulate a range of tools.
Independently manage their own care needs such as using the toilet and hand washing.

Expressive Arts and Design

Recite a new set of poems from the poetry basket.
To develop observational drawing skills when drawing themselves. Painting and exploring different size brushes and their effects. Use scissors to cut in a straight line. To learn about the artist Kandinsky and create art work in the style of Kandinsky.
To learn new songs with the music teacher and learn how to play instruments.

Literacy

Using the scheme -Floppy's Phonics we will be learning:
H,b,f,ff,l,ll,le,ss

Launchpad for Literacy:

Rhyming

To join in with rhyming stories and songs.
Fill in gaps during songs and rhymes.
Sings rhymes from memory.
Match words that rhyme.
We will be reading the books; Postman Bear, Fox's socks, Hide and Seek Pig and listening for the words that rhyme.

Auditory Blending

Be able to blend compound words.
Blend 2,3, and 4 syllable words.

Auditory Memory

Can discriminate between environmental, animal or transport sounds.
Can carry out rhythmical, beat and simple body percussion activities.

Visual Attention and Discrimination

Notice detail in busy pictures in books and jigsaws.
Can track lines of objects from left to right.
Can find their name from a choice even when some start with the same letter.

Visual Memory

To recognise an object depicted in a photograph and then a coloured picture.
To play Kim's game with a set of familiar objects.
To sequence 2 then 3 objects I have seen without auditory support.
To recognise their name.

Reading

Point to text in their phonically decodable reading book.
Begin to orally blend and hear the word.

Writing

Give meaning to their drawings and paintings.
Begin to form recognisable letters. To practise writing their name with the aid of their name card.

