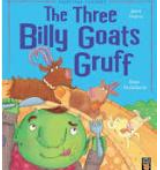

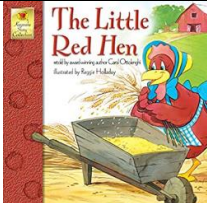


Values Diversity and Equality Outdoor Learning	Week 1 Date: 8.1.24	Week 2 Date: 15.1.24	Week 3 Date: 22.1.24	Week 4 Date: 29.1.24	Week 5 Date: 5.2.24	
Literacy Focus/ Core Book	T4W Three Billy T4W Goats Gruff  <div style="border: 1px solid black; padding: 5px; display: inline-block;">The Runway Wok</div>		T4W Little Red Riding Hood 		POR The Little Red Hen 	
Personal, Social and Emotional Development Equality and empathy	I am beginning to show empathy. How do the goats feel? Describe story characters. How are they the same/ different etc. Role play the story outside together. I can understand when I have hurt or upset someone. I am beginning to find ways to solve small conflicts		I understand that there are consequences for my behavior. I am beginning to recognise unsafe behaviors and can tell an adult or another child when I see it.		I can persevere when trying something new and I'm becoming more resilient. I can take turns and share resources and find ways to do this with independently or with some adult support.	
Communication and Language	I can and am beginning to speak in clear sentences to express myself	I can listen carefully and talk about what I have heard. T4W I can use different story phrases such as once upon a time, happily ever after.	I can listen carefully and talk about what I have heard. T4W I can use different story phrases such as once upon a time, happily ever after.	I can retell stories through words, actions and role play. T4W I am beginning to understand stories without any props.	New vocabulary linked making bread. T4W I can use time connectives such as first, next, then. Re telling the story as a whole class.	My attention span is increasing and listen and ask questions to find out more.
Physical Development Outdoor learning.	I can travel on, under, trough and across equipment safely and confidently. Set up obstacle courses in learning garden or grass area. If weather permits. I am able to do up my own zip. Sticker/ certificate for those able to do so.		I can use scissors to cut around a shape and am showing accuracy using a paint brush and other tools. I am able to do up my own zip. Sticker/ certificate for those able to do so.		I am able to hold my pencil correctly and form letters correctly. I am able to form letters in sand, salt, dough, chalk etc. I am able to do up my own zip. Sticker/ certificate for those able to do so.	
Sports coach focus/ PD observations focus during PPA time.	Gymnastics- Mats- work in groups- moving across a mat different ways – walking , hopping, jumping , rolling summersaults. Teach children how to make a line and wait for their turn.		Gymnastics With apparatus- benches, horse, wall bars, tunnels etc how can you travel over, under, through, around. With apparatus set up, how can you travel through the large and small apparatus? Animals at the zoo, move like a		Gymnastics – Benches Walking on a bench, jumping off the bench. Teach them to have their arms out to help them balance. Teach the word ' balance.' How can you travel over the bench? Turning skills.	
Literacy	Write CVC words -Use Fred fingers Read red tricky words learnt so far Begin to write 2, 3 word sentence. I can talk about a story and retell using actions and words (T4W) I can join in with repeated refrains. Use sound buttons- oral blending – word of the day		Continue to write CVC words and short sentences. I know all of my sounds and I am able to hear oral blending. I can use red tricky words in simple sentences and I am beginning to learn some diagraphs. I can join in with repeated refrains. Rhyming words. Fred talk – sound buttons		Continue to write CVC words and short sentences. I know all of my sounds and I am able to hear oral blending. Writing recipes how to make bread. Writing ingredients. I can join in with repeated refrains. Red tricky words- sound buttons	
Mathematics	Alive in 5! 1. Introducing Zero Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Subitise 2. Comparing numbers to 5 Count objects, actions and sounds. Subitise. Compare numbers 3.Composition of numbers to 5 Explore the composition of numbers to 5		. Introducing 6,7,8 Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Subitise. 1. Comparing numbers to 8 Count objects, actions and sounds. Subitise. Compare numbers. 2.Composition of numbers 6,7,8 Explore the composition of numbers to 3.		4. Compare Mass 3. To compare various objects in different contexts and for different purposes 5. Compare Capacity Compare length, weight and capacity. 4. Compare Mass 3. To compare various objects in different contexts and for different purposes 5. Compare Capacity	

		<u>3. Making pairs odd and even</u> <i>Understand what a pair is, make pairs</i> <u>Doubles to 8</u> <u>Combine two groups</u> <u>Conceptual subitising</u>			Compare length, weight and capacity.	
Understanding the World (including ICT)	I can talk about where I live and find it on a map. I can find out about countries in the world and similarities and differences between places. I can describe features of my own environment.		I can describe features of my own environment. I can talk about and understand that animals provide humans with different things. I can talk about setting from stories I have read. Mountains and rivers from Billy goats. Forest from little red riding hood.		I can talk about animals that live on farms. Or are kept as pets. I can talk about changes linked to baking from dough to bread. How yeast makes it rise.	
Expressive Arts and Design	I can name primary colours I can select to different colours and name some secondary colours. I can use materials to make my own bridge using boxes, paper string Or large blocks, other construction materials.		I can use props and materials in my role play. Link props to retelling of stories eg little red riding hood and 3 Billy goats. I can use my arms, leg and bodies to move in different ways and pretended to be something else.		I can listen to a variety of music and talk about how it sounds, make me feel and move	
RE	Where do we belong? How do we show respect for one another? How do we show love? What things can we do better together rather than on our own?		Where do we belong? How do we show people they are welcome? Where do you belong? How do you know you belong?		Where do we belong? What makes us feel special about being welcomed into a group of people?	
Important Dates					Chinese New Year Saturday 10 th February March 2024 tbc	
Parent Café						
Assessment					Big Write . RWI/ Phonic / Math's assessments	
Books to read at home	Billy Goats Gruff Were going on a bear hunt	The Gruffalo and The Gruffalo's child	Little Red Hen Little Rabbit Foo Foo	Owl babies So much	Little red riding hood The Hungry Caterpillar	Brown Bear Brown bear Handa's Surprise
Places for you to visit	Join or visit the local library Enfield Island or Ordnance Unity.		Local parks Lea valley trails, walks along the canal Forty Hall, house, walks and adventure playgrounds		Bus ride on the 121 to Town park Adventure play – Southbury leisure centre Natural history and Science museums- South Kensington	
Useful Websites	Maths Numeracy - CBeebies - BBC Learning to Count up to 15 with Teddy Numbers Interactive Maths Game (topmarks.co.uk)		Shape Patterns (topmarks.co.uk) Phonics (choose phase 2) Great video – on saying the sounds- set 1 sounds Parent video: How to say the sounds - YouTube		CVC Words Learn to Read @officialalphablocks - YouTube Phonics Pop Listen to the sound, then pop as many bubbles as you can - mobile friendly (ictgames.com) Buried Treasure (phonicsplay.co.uk)	
Key Year Group Information	PE is on Fridays. In Reception, children come into school dressed in their PE kit. Homework is set every week on a Friday and needs to be completed by the following Wednesday Parent Consultations are 5th and 7th March 2024.					