

## Useful websites:

- [www.ictgames.com](http://www.ictgames.com)
- [www.woodlandtrust.org.uk/naturedetectives](http://www.woodlandtrust.org.uk/naturedetectives)
- [www.educationcity.com](http://www.educationcity.com)
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.topmarks.co.uk](http://www.topmarks.co.uk)

## Enrichment activities

PJ night with our favourite teddies to read some of favourite

fairy tales stories

World Book Day

DT workshop with families

Develop our own allotment

Plant their own seeds and watch them grow

Butterflies – Life cycles



## Chinese New Year

Once upon a time...

## How does your garden grow?

This term we will be finding out about Chinese/Lunar New Year and exploring how this is celebrated and thinking about similarities and differences between other celebrations that we know about.

We will be learning about traditional tales, sequencing stories and making our own traditional tale story books. We will also be using some drama activities to think about the characters and how they are feeling. We will also be finding out about materials and designing our own houses for the three little pigs. We are very excited to hold a workshop with our families to create the houses that we have designed.

In the second half term we are looking forward to creating our own allotments in the garden and find out about the different things that we can grow.

We will be thinking about who lives in our gardens and even getting our own caterpillars to look after so we can find out about the life cycle of a butterfly.

## **Communication and Language**

Learn new vocabulary and use new vocabulary through the day.

Use new vocabulary in different contexts.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## **Personal, Social, and Emotional Development**

Show resilience and perseverance in the face of challenge.

Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others

## **Physical Development**

Progress towards a more fluent style of moving, with developing control and grace.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

## **Understanding of the world**

Compare and contrast characters from stories, including figures from the past.

Explore the natural world around them

Understand the effect of changing seasons on the natural world around them.

## **Expressive Arts**

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

## **Mathematics**

Compare numbers.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

## **Literacy**

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.