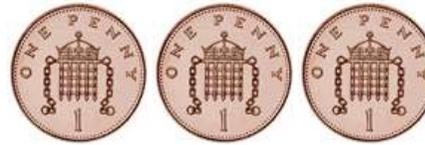




If you go down to the woods today...



bank, money



shopping, restaurant



measures

Characteristics of Effective Learning : These are recognised as skills for life long learners.

How does your child learn?

We continue to observe who is a Creative Crab, Confident Cheetah & Linking Lion etc.

**Area of Learning : Understanding of the World
ELG/ Objectives**

Possible activities...

We hope these are going to be added to by your children!

To develop an understanding of growth, and changes over time
To show care and concern for living things & the environment.
To look closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Completes a simple program on a computer.
Interacts with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

- Woodland/ forest environment and school environment - being indoors & outside
- Forest days to be developed to include walk to St Mary's Forest Site
- Features of a forest : trees, wood, leaves, birds, animals, minibeasts- use of senses to describe the environment
- RSPB Big school Birdwatch 2nd January - 22nd February 2019
- Changes in the season Winter to Spring- frost, snow, ice, bulbs appearing on the ground, animals hibernating, nocturnal animals, birds migrating, nesting etc.
- Link with Traditional Stories based in woodland eg: Hansel & Gretel , Little Red Riding Hood, 3 little pigs

- Celebrate festivals through role play : Chinese New Year of the pig 5th February
- Celebrate Lent & Easter
- Questionnaire to parents about family links to other countries
- Visit to St Francis Church and visit from Father to Class R.(Link God Matters REVELATION)
- Using cameras, flipcams, walkie talkies & computers
- Use of technology - 2 simple package., Bee Bots
- Play technology in role play eg tills, cameras, mobiles

Literacy

Reading & Writing

To recognise rhyme & alliteration.
To hear and say the initial sound in words.
To segment the sounds in simple words and blend them together and knows which letters represent some of them.
To link sounds to letters, naming and sounding the letters of the alphabet.

- Mobile library to visit school for class to access
- Weekly library of story sacks to continue
- Class story reading / telling
- Daily differentiated phonics : phase 2 & 3
- Reading & writing about Traditional Stories eg: writing to Little Red Riding Hood in the woodland
- Continued individual reading days
- Start group reading days

<p>To read words and simple sentences. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To enjoys an increasing range of books. To know that information can be retrieved from books and computers. To read and understand simple sentences. (They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.)</p>	<ul style="list-style-type: none"> ○ Handwriting tasks ○ Writing across curriculum eg: in Role Play situations , outside, forest visits ○ Writing for an audience & purpose ○ Writing linked to texts
<p><u>Communication & Language</u></p> <p>Understanding Speaking Listening & Attention</p> <p>To maintain attention, concentrate and sit quietly during appropriate activity. To have two-channelled attention – can listen and do for short span. To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give attention to what others say and respond appropriately, while engaged in another activity. To follow instructions involving several ideas or actions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To express themselves effectively, showing awareness of listeners' needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> ○ Hearing, telling & sharing stories & poems linked to forests, bears, woodland creatures & birds, eg Owl babies, We're going on a bear hunt. ○ Traditional Stories set in a woodland- eg: Stickman , Little red riding hood, Hansel & Gretel, 3 little pigs : Use of story telling spoons, puppets & story sacks ○ Listening & circle games ○ Story telling & acting out in character ○ Story Sacks @ home ○ Continued use of Chatterbox if required at start of term ○ Talking & sharing news about Christmas & visits from Santa
<p><u>Personal , Social & Emotional Development</u></p> <p>To be confident to try new activities, and say why they like some activities more than others. To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. To say when they do or don't need help. To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To work as part of a group or class, and understand and follow the rules. To adjust their behaviour to different situations, and take changes of routine in their stride To play co-operatively, taking turns with others. To take account of one</p>	<ul style="list-style-type: none"> ○ Outdoor learning to be monitored to help develop confidence & self esteem & ability to take risks & try new things ○ Circle games & small group time ○ Role play ○ School Mission Statement ○ God Matters : Christmas, Revelation, Lent ○ Lent & Easter- a time to say sorry & to try to be even better ○ Following Jesus' rule to treat others as you want to be treated ○ Good choices- consequences ○ Feelings- what do they look & feel like : happy, worried, sad, cross etc ○ Playtime games - eg : what's the time Mr Wolf.

another's ideas about how to organise their activity. To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

To experiment with different ways of moving.

To jump off an object and lands appropriately.

To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

To travel with confidence and skill around, under, over and through balancing and climbing equipment.

To show increasing control over an object in pushing, patting, throwing, catching or kicking it.

To use simple tools to effect changes to materials.

To handle tools, objects, construction and malleable materials safely and with increasing control.

To show a preference for a dominant hand.

To begin to use anticlockwise movement and retrace vertical lines.

To begin to form recognisable letters.

To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

- Walking to & from St Marys each week
- Active learning in the woodland areas at school & St Mary's- ' Ranger Rules ' for safety
- In PE with In2sport Val Sabin scheme Games & Write Dance
- Using small apparatus such as footballs, small rugby balls, bats and balls, scoops and balls, quoits and target mats, hoops to develop control skills for continuous provision outside
- Fine motor activities always accessible through morning 'funky fingers'
- Specific individual fine motor focus group when needed esp. scissor skills & pencil grip

Mathematics

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore

- To link through role play eg: January Sales /post office/bank theme for measure
- To link through real world activities esp @ forest site eg: length of sticks, height of trees, shapes of leaves,
- Continuous provision & access to resources for measure, water, sand, play
- Following Mathematics Mastery:
Calendar and time, Measure, Numbers within 10, , Shape & sorting , Addition and subtraction within 6,10, Numbers within 15, Grouping and sharing, Numbers within 20, Doubling and halving

characteristics of everyday objects and shapes and use mathematical language to describe them.

To select the correct numeral to represent 1 to 20 objects.
To count an irregular arrangement of up to ten objects. To estimate how many objects they can see and check by counting them.
To use the language of 'more' and 'fewer' to compare two sets of objects.
To find the total number of items in two groups by counting all of them.
To say the number that is one more than a given number.
To find one more or one less from a group of up to five objects, then ten objects.
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
To record, using marks (eg tally) that they can interpret and explain.
To begin to identify own mathematical problems based on own interests and fascinations.

To use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
To select a particular named shape.
To describe their relative position such as 'behind' or 'next to'.
To order two or three items by length or height.
To order two items by weight or capacity.
To use familiar objects and common shapes to create and recreate patterns and build models.
To use everyday language related to time.
To use everyday language related to money.
To order and sequence familiar events.
To measure short periods of time in simple ways.

Expressive Arts & Design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

To create simple representations of events, people and objects. To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

- Charanga scheme
- Explore the sound that different percussion instruments make. Talk about the sounds in stories eg We're going on a bear hunt - swishy- swashy, squelch-squerch, stumble-trip, etc. let the children choose the appropriate instrument for the sound to accompany stories
- Sounds to stories
- Instrument time - circle time for listening activities
- Write dance - link movement, art & writing
- Activities such as : painting, sketching, collage, bark rubbing, observational work, photography

<p>To choose particular colours to use for a purpose. To introduce a storyline or narrative into their play. To play alongside other children who are engaged in the same theme. To play cooperatively as part of a group to develop and act out a narrative.</p>	