



Communication and Language

- We will listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Listening to my teachers and friends when they are speaking, giving them time to finish and responding appropriately
- Communicating what they can see and using descriptive language to add more detail.
- Following instructions when playing games, doing directional drawing and completing tasks.
- Role Play opportunities – The Zoo and a safari bus. Acting out stories.
- P4C – using language ‘I agree, I disagree ...because...’ and be able to question their peers respectfully in order to gain a better understanding of their opinions e.g. Should all animals be set free? Is it right to keep animals in zoos?
- Introducing and exploring new vocabulary daily and using conjunctions.

Literacy

- **Fiction** Book focus – **Silly Doggy by Adam Stower**
Become familiar with the model text, learn the story and be able to retell it independently.
- Explore illustrations from the text, engaging in ‘book talk’ and making predictions using the front cover and activities like ‘I see, I think, I wonder’
- Learn new vocabulary and use it throughout the unit as well as looking out for previously learnt vocabulary.
- Rewrite the story and learn some features needed to make a poster. We will continue to check our work makes sense by reading it aloud.
- **Non-fiction** - Animal fact files. We will explore the key features and write our own animal fact file to make a class non-fiction book.
- **Reading:** Please continue to read with your child at home and we would encourage you to read books for pleasure. Please add these to your home reading log and let us know what you and your child have enjoyed reading together at home.
- **Phonics** – Phase 3 sounds - **ear, ure.**
High Frequency Words: day, away, play, children, your, here, saw, time, out, house, about.
We will spend a few weeks focusing on segmenting and blending CVCC and CCVC words.

Understanding of the World (UtW)

- Explore different celebrations –St George’s Day. Look back at Eid over the holidays and Earth Day
- Explore what is special about our world: favourite things in nature and the story of creation.
- We will study and discuss a variety of images / videos of hot countries from around the world and compare them to our country. We will locate these countries on a map and use Google Earth.
- Discuss the changing seasons and describe what we and see, hear and feel whilst outside.
- **ICT** – using Ipad to research wild animals. Use of National Geographic Kids and QR codes.

Personal, Social, Emotional Development

- ‘Being My Best’: We will focus on how to be resilient and feel confident in our learning, name and discuss different types of feelings and emotions and having a go at new things.
- Making healthy choices – foods and routines i.e. sleep and exercise.
- Continuing to explore people who help us, including a visit from the police.
- Continuing whole class, small group and partner work discussions to encourage children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- Continue to enjoy a developing role play area and a variety new games and activities linked to topics.
- **Safety** –How to keep ourselves safe when researching online.
- **Personal hygiene** – keeping our noses clean, hands clean, teeth clean, body clean.
- **People who keep us and animals safe** – Zoo Keepers, Safari Rangers

Maths

This half term we will be focusing on:

- Consolidating their counting skills, counting to larger numbers and developing a wider range of counting strategies:
 - Find out ‘how many’ objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. To count in sequence, continue the counting sequence and be able to identify missing numbers within it.
 - Hear and practise key differences in the number names e.g. between ‘teen’ and ‘-ty’ numbers.
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- Compare quantities and numbers, including sets of objects which have different attributes
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- Starting to look at telling the time to the o clock and understanding am and pm.

Physical Development

- In PE, we will be participating in Athletics and focusing on our running, jumping and throwing skills.
- We will continue to utilise our outdoor space in order to support gross motor development. We will write using chunky chalk, water paint on the walls and the ground and use climbing equipment like the bear in our story.

Expressive Art and Design

- **Art:** We will be looking at different wild animal patterns and creating our own silhouette pictures with the animal pattern as the background.
- Construction and junk modelling : Re-evaluating their designs and making changes and improvements when they revisit it.
- **Music:** This half term we will be listening and responding to ‘Musical Stories’. We will be moving to music (Teddy Bear’s Picnic), storytelling with actions (The Sleeping Princess), using instruments to represent actions (We’re Going on a Bear Hunt), compose a musical story then perform a musical story.