

## Communication and Language:



- Articulate their ideas and thoughts in well-formed sentences.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask questions to find out more.
- Learn new vocabulary and apply this through the day in the correct context.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

## Understanding the world:



- Recognise some similarities and differences between life in this country and life in other parts of the world, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. We will focus on the UK, Polar Regions, Africa and Asia.
- Find the North and South Pole on a globe and consider why it is colder than England? Look at where it is positioned, lack of daylight, etc. Find out facts about animals that live in the North Pole and South Pole, including how they stay warm.
- Winter walks- explore the natural world around them and describe what they see, hear and feel.
- Explore changing states of matter (melting and freezing).
- Learn to name significant figures- who is in the royal family? Learn some simple facts about the King.
- Look at a map of the UK, find where we live. Find the Capital of England and name famous London landmarks. Share experiences of different places the children have visited in the UK.

## Literacy:



- Continue with RWI – children will be grouped based on regular assessment to ensure they are all getting supported and challenged appropriately.
- Orally blend and segment CVC and CCVC / CVCC words.
- Spell words by identifying the sounds and then writing the corresponding letters.
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words (red words): I, of, the, to, no, my. Remember, you can't Fred a red!
- Read and reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower case letters correctly.

## Personal, Social and Emotional Development:



- Our value of the term is perseverance – we will be teaching the children not to give up and to always keep trying even when things get tricky.
- Think about the perspectives of others- how can you be a kind friend?
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge but knowing it is ok to ask for help when necessary.
- Compare ourselves, our county and our culture with others
- What are our basic rights? Does everyone in the world have the same things as we do? (Explore water, food, shelter, education, toys, etc).
- Celebrate our own and other people's achievements.



## Term 3



### Around the World in 30 Days

Lost and Found

The Kings Pants

Handa's Surprise

The Great Race

## Expressive Arts and Design:



Our unit focus this term is printing. We will learn to:

- Use our bodies (hands) to print and create a continuous flow
- Print ensuring it is precise and clear
- Design and make our own foam prints
- Create a repeating pattern in print
- Use a range of soft and hard materials to print with and will talk about our preferences
- Create a layered picture using print

We will also:

- Explore art from around the world and immerse themselves in artistic experiences from various cultures. E.g. aboriginal dot painting
- Develop their own ideas and then decide which colours, shapes and patterns to use to express them.
- Explore using African musical instruments and engage in an African dance session.
- Exploration of other cultures – looking at different clothing and dressing up.
- Work together to learn and perform a Chinese dragon dance.
- Use small world trays, puppets and masks to retell familiar stories.

## Physical Development:



- Our fine motor skills we are focusing on this term are: Cutting with scissors, threading, weaving, sewing and folding.
- In PE our focus is dance. We will be learning to progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.
- Use the tripod grip to form lower case letters correctly.
- Develop body strength, co-ordination, balance and agility.

## Mathematics:



- Begin to quickly see sub-groups within larger numbers (conceptual subitising).
- Become more fluent in recalling one more and one less than number facts with numbers to 5 and then numbers to 10.
- Continue, copy and create repeating patterns.
- Composition of numbers up to 7 using dice frames and revisit using our fingers, objects and the cherry model.
- Compare quantities using the language of 'equal', 'unequal', 'more than' and 'fewer than.' Begin to consider how they can manipulate the number of objects in 2 sets to make them equal.
- Use ordinal language when learning about The Great Race (first, second, third).
- Use language relating to height, weight and capacity and use language such as heavy, light, heavier and lighter, full, empty, half full, taller, longer, shorter, etc.