

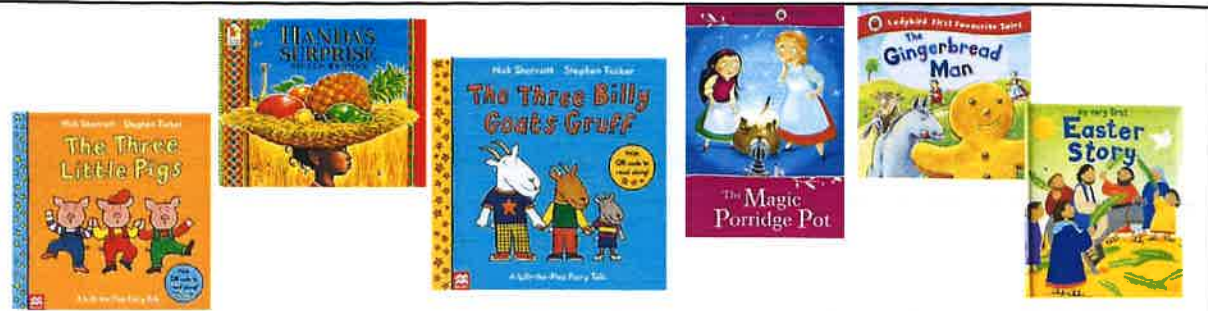


Personal Social and Emotional Development	Physical Development	Communication & Language
<p>I will learn to..</p> <ul style="list-style-type: none"> ● build constructive and respectful relationships. ● think about the perspective of others and find solutions to conflicts. ● show resilience and perseverance in the face of challenges. ● reflect and self evaluate their own work. ● identify and moderate their own feelings socially and emotionally. <p>'Don't Hold On To What's Wrong' is our Heartsmart theme of this half term. As above, we will be learning we can all be Super-Friends, why it is important to include others in games, listening to one another, using kind words, being kind to others even when they are not kind to them and the importance of saying sorry.</p>	<p>I will learn to..</p> <ul style="list-style-type: none"> ● move in a fluent style with developing control and grace. ● be highly active and use body strength, balance, coordination and agility during <u>dance</u> and other sport. ● develop confidence and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. ● apply fine motor skills to use a range of tools competently, safely and confidently. ● develop the foundations of a handwriting style which is fast, accurate and increasingly automatic. ● know and talk about factors that support overall health and wellbeing. (exercise, food, toothbrushing, 'screen time' sleep and road safety) <p>Dance is our theme for PE - on Wednesdays. Forest School will continue on Mondays.</p>	<p>I will learn to..</p> <ul style="list-style-type: none"> ● expand and use new vocabulary in conversations and discussions. ● articulate their ideas and thoughts in well-formed sentences, supported to use correct tenses. ● express ideas and feelings using a range of connectives. ● describe events and ask questions to extend understanding. ● use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. ● retell a story, once they have developed a deep familiarity with a 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.






<p>Buzz Words</p> <p>Straw, wood, bricks, materials, strong, weak, chimney, roof, Africa, different, same, guava, gazelle,</p>	<p>TopTexts- As well as plenty more fiction, non-fiction and poetry every day</p>
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bridge, troll, big, medium, small, overflow, half -full, empty, flood, ingredients, Spring, Easter, reflect, new life, new beginnings, Jesus, parade, Easter bonnet.



LOVE INSPIRATION COURAGE RESPECT



Literacy	Maths 	Understanding the World 	Expressive Arts and Design 
<p>I will learn to...</p> <ul style="list-style-type: none"> retell stories with developing confidence and increasing vocabulary. recognise language patterns in stories, rhymes and texts. Eg. Repeated phrases, rhyme, alliteration, recognise all digraphs and trigraphs show greater independence to read simple phrases and sentences develop confidence, fluency and enjoyment of reading. begin to write simple sentences using some phonetically plausible spelling showing some awareness of spaces, capital letters and full stops. spell some tricky words from memory. form lowercase letters which are 	<p>I will learn to...</p> <ul style="list-style-type: none"> continue to apply counting principles when counting to 8, 9 and 10 (forwards and backwards). And to represent 9 and 10 in different ways use 10 frames, fingers and bead strings to subitise groups of 8, 9 and 10. explore number bonds to 10 using real objects in different contexts. explore bonds to 10 using a 10 frame, fingers, bead strings and numicon shapes. consider which shapes stack and which shapes roll and why that is, begin to name 3D shapes and explore similarities and differences between them (describing properties, curved/straight sides, faces, vertices). explore patterns which use items more than once in each repeat eg. ABB, AAB, AABB, AABBB. Say the pattern aloud and continue the pattern. 	<p>I will learn to...</p> <ul style="list-style-type: none"> Continue to experience and explore the changing seasons and weather patterns, demonstrating some understanding of seasonal changes. Use aerial views of the school to recognise buildings, open spaces, and other simple features Draw simple maps of a familiar space and use story maps to retell familiar stories. Begin to develop an understanding that there are other countries in the world supported by globes, world maps and fiction and non-fiction texts. Continue to take up opportunities to engage with religious and cultural communities and their practices at appropriate times of the year. Begin to know about the importance of a place of worship for some members of the community. Beginning to understand the past through settings, characters and events 	<p>I will learn to...</p> <ul style="list-style-type: none"> use tools and techniques with greater precision and care discuss problems and how they might be solved when constructing a design. consider which joining techniques would work best. use roleplay resources, props and costumes to retell stories or recount experiences listen attentively to music and talk about it, (discuss changes and any patterns that develop as well as making responses and expressing feelings.) begin to keep a steady beat with instruments or by tapping match musical sounds to movements Eg. March to a drum. explore and engage in spontaneous music making and dance and as well as choreographed pieces, performing solo or in groups.

<p>mostly correct and to begin to form capital letters.</p>	<ul style="list-style-type: none"> • create own complex patterns. • use language to describe length and height. - length (longer, shorter), height (taller, shorter) and breadth (wider, narrower). 	<p>encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • Begin to compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • readily sing songs and rhymes with greater accuracy, matching the pitch and following the melody. • sing an increasing number of songs that are sung regularly.
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RE **"Live a Life of Love, just as Jesus loved us"**

We will: participate in collective worship time through listening, singing and discussions. Talk about the stories that Jesus told in the Bible eg: The Lost Sheep, Jesus calms the storm and The Easter Story. Learn about our value of **Justice For this half of term**

End of Topic: Easter Experience, Bonnet parade and Easter Service

Enrichment: Storytelling session at Pamphill, World Book Day, Storytelling visitor at Witchampton, virtual Storyteller, Fairtrade fortnight, Comic Relief.