

<p>Theme: <b>Traditional Tales</b></p> <p>The Jolly Postman – POR</p> <p><b>Looking into the traditional tales in the story.</b></p> <p><b>Looking at how we send letters – links to understanding the world.</b></p> <p><b>Assessment: Ongoing assessments, phonics assessments.</b></p> <p><b>Parents: Home Learning Challenges.</b></p>	<p><b>Personal, Social and Emotional Development.</b></p> <ul style="list-style-type: none"> <li>• Encouraging children to try new activities, becoming confident in saying what they like and why.</li> <li>• Focusing on independence; self-care skills.</li> <li>• Encouraging children to talk to each other to resolve differences.</li> <li>• Talking about their feelings.</li> <li>• Knowing that behaviours have consequences.</li> <li>• Listening to others ideas and taking them onboard in their play.</li> <li>• Show sensitivity to others needs and feelings.</li> </ul>	<p><b>Communication and Language.</b></p> <ul style="list-style-type: none"> <li>• Supporting continued development of children’s listening skills.</li> <li>• Providing opportunities for children to talk to adults/children on one to one basis and in groups.</li> <li>• Providing children with rich vocabulary. 400 new words (Chris Quigley vocab).</li> <li>• Expressing themselves effectively, show awareness of listeners needs.</li> <li>• Using past, present and future forms accurately.</li> <li>• Daily story/singing sessions to aid attention.</li> <li>• Daily phase 3 phonics sessions.</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Opportunities for gross motor skills every day. E.g climbing frame, balancing, throwing.</li> <li>• Opportunities for fine motor skills every day. E.g funky fingers activities, developing hand muscles.</li> <li>• Weekly funky fingers afternoon (Monday) children to have access to a range of activities that support their FM skills.</li> <li>• Moving confidently around, negotiating spaces.</li> <li>• Weekly P.E sessions in the hall/outside with GG.</li> <li>• Use of the Willow garden.</li> </ul>
<p><b>Maths.</b></p> <ul style="list-style-type: none"> <li>• <b>Following White Rose</b></li> <li>• Making simple patterns – inside and outside.</li> <li>• Adding and taking away – inside and outside. Thinking about it at all times (lining up for lunch e.g. send 3 children to line up add another 2 how many?)</li> <li>• Counting to 20 and back. Continue to count to 100 every day. Counting in 10,5.</li> </ul>	<p><b>Literacy.</b></p> <ul style="list-style-type: none"> <li>• <b>Power of Reading Book – Jolly Postman or Other People’s Letters.</b></li> <li>• Working on children’s emergent writing and mark making.</li> <li>• Encouraging children to mark make in all areas.</li> <li>• Promoting writing/mark making in the inside environment and outside.</li> </ul>	<p><b>Understanding the World.</b></p> <ul style="list-style-type: none"> <li>• Develop understanding that not all children enjoy the same things.</li> <li>• Being sensitive to others around us.</li> <li>• Similarities and differences between themselves and others, family and community.</li> <li>• Make observations of the world around them – continue to look at what has changed in our school.</li> </ul>	<p><b>Expressive Arts and Design.</b></p> <ul style="list-style-type: none"> <li>• Encourage small world play.</li> <li>• Help children to use the creative area and malleable area.</li> <li>• Using technology to take photos (class iPad).</li> <li>• Using the CD player to listen to songs.</li> <li>• Learning familiar songs and rhymes.</li> <li>• Encourage children to make songs and music.</li> </ul>

<ul style="list-style-type: none"> <li>• Looking at doubling and halving and sharing. Using ladybirds/butterflies for doubling. Using letters for sharing (link to topic). For halving use cake – to understand half.</li> <li>• Measure – weight and capacity, using the water tray and sand to explore.</li> </ul>	<p>Modelling oral blending of words.</p> <ul style="list-style-type: none"> <li>• Daily phonics sessions – groups split into support needed. All children in a good place to start phase 3 this half term.</li> <li>• Promoting a love of reading in the class. Reading buddies Book nook, outside book area. Home reading teddy.</li> <li>• Traditional tale voice</li> <li>• Repetitive refrains</li> <li>• Book talk and reader response</li> <li>• Descriptive, comparative and technical language</li> <li>• Precise language of movement – verbs and adverbials</li> <li>• Plural suffixes</li> <li>• Invitation writing.</li> <li>• Shop (list) writing.</li> <li>• Poster writing.</li> <li>• Story maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about why things happen.</li> <li>• Think about different technology and how we use it.</li> <li>• Links to Jolly Postman – occupations, history of letters, geography – where we can send letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to act out thoughts and feelings through art, music, dance and role play.</li> <li>• Have a tea party at the end of the term – making sandwiches, cakes and biscuits (representing the end of the story JP) invite parents.</li> </ul>
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