

## Personal Emotional Social Development

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Can describe self in positive terms and talk about abilities.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations.

## Understanding the world.

- Developing an understanding of growth, decay and changes over time.
- Looks closely at similarities, differences, patterns and change.
- Shows care and concern for living things and the environment.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software. 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.

## Mathematics

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations. 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. • Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

## Communication, Language and Literacy.

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

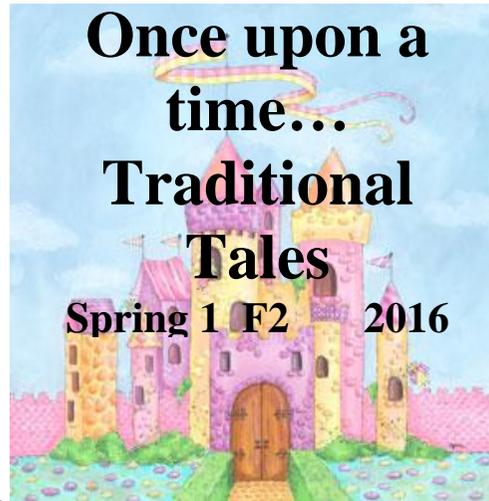
- Able to follow a story without pictures or props. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

## Physical Development

- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Handles tools, objects, construction and malleable material safely and with increasing control.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

## Expressive Arts and Design

- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.





# Our Next Adventure will be... "Once upon a time..."

## Curriculum Letter Spring 1 2016 (Class 1 & 2)



"Once upon a time" is a topic based around much loved children's stories, the ones we all grew up with! These stories help children to learn the structure of stories, the differences/similarities between characters/settings. Children will be able to explore, retell and act out the stories using role play, small world, puppets, masks, songs and we start off the adventure with a much anticipated visit to the theatre to watch Cinderella!

### Communication, Language & Literacy

We will be encouraged to speak regularly in full sentences, because when we learn to speak in full sentences; that's when we begin to learn how to write them!

We can use past, present and future tenses correctly-I went, I ate, I have been, I am, I will, I fell, I wrote.

We can explain our ideas, talk in detail about events or experiences, and listen to and understand familiar stories without always having the pictures.

We are able to answer how and why questions and respond with relevant comments.

We can follow more complex instructions and show that we are listening while we are also doing.

### Top Tips for Super Learning at Home:

**Make it fun!** -Learn stories, rhymes and shapes and number facts through games/songs/apps.

**Mix it up!** -enjoy other books: e-books, audio books, stories on You tube, see if your child can retell you the story.

**Make it snappy!** -Challenge your child to write a list of as many fairy tale books/characters as they can, to build a gingerbread house/Rapunzel's tower using Lego.

If it's different and exciting, there's more chance they'll want to do it, enjoy doing it and do it well.

**Finally** -Busy fingers make better writers! So: play dough, Lego, colouring, dot to dots all help to strengthen fingers and hands ready for more regular writing. ☺

### Favourite websites:

[www.topmarks.co.uk](http://www.topmarks.co.uk) [www.ictgames.co.uk](http://www.ictgames.co.uk) [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

### Personal, Social and Emotional Development

That we can play as part of a group, and begin to work together.

Share and take turns without being prompted.

Be confident in speaking to classmates on the carpet/ during play.

Be able to tell adults straight away if there is a problem.

Understand own feelings and know that some actions and words can hurt others.

Understand our school and class rules and follow them.

### Mathematics

We will be able to recognise and order numbers from 1-20 and be able to say which number is 1 more or 1 less.

We will continue to practise adding and subtracting, counting on or back to find the answer. We will be learning to record our maths in different ways and to show how we have worked something out.

We will be encouraged to solve different problems like halving, sharing, doubling and ordering. We will develop our understanding of time, money, length, weight and capacity through play, learning new vocabulary.

### Understanding the World

Develop an understanding of growth, decay and changes throughout the year e.g.- changing weather, seasons. Shows care for plants and animals.

Plays on age appropriate games, and use different ICT equipment.

Know that there are similarities and differences between families, communities and traditions.

### Physical Development

We can form recognisable letters and hold a pencil correctly.

We will be able to handle tools with safety and control.

Shows understanding of how to move things around and tidy things away safely.

We will develop our balance, co-ordination and control through ball play, Play dough disco, dancing, trim trail, bikes and scooters.

### Expressive Arts and Design

We can choose the resources and tools we need when making and use them safely. We will be encouraged to come up with our own ideas for making and different ways of using materials.

We will be encouraged to play co-operatively as part of a group to develop and act out a story.

We are able to represent our own ideas, thoughts and feelings in a way that we prefer-e.g. through dance, painting, role play, box modelling, story writing.