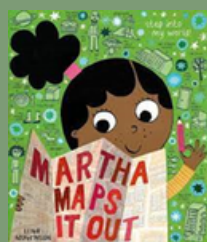


## BOOKS OF THE WEEK



## COMMUNICATION AND LANGUAGE

- To listen to a story with increased attention and recall in a large group situation
- To shift attention from one task to another.
- To understand and uses prepositions.
- To use language in recalling past events e.g. yesterday, last week etc.
- To make up own stories during Helicopter Story sessions using language drawn from books with ideas that connect together.
- To begin to learn and use new vocabulary
- To answer how and why questions about my experiences and in response to stories.
- To listen to stories, accurately anticipating key events & responding to what they hear with relevant comments, questions, and reactions.
- To recall some information that has been read to them.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- To ask my friends or adults for help.
- To recognise that they belong to a wider community and different social groups.
- To show resilience and perseverance in the face of challenge
- To explain right and wrong and why.
- To explain the class rules and begin to remind others what is expected.
- To use the inside and outside environment independently, making own choices.
- To have clear idea about what they want to do in their play
- To know that behaviours and feelings have consequences.
- Be confident to speak to visitors

## PHYSICAL DEVELOPMENT

- To independently use a range of tools to manipulate dough or clay.
- To hold a pencil with a tripod grip and use it with good control
- To pick up and replace minute objects
- Balance on one foot or squat momentarily shifting body weight to improve stability.
- To create lines and circles pivoting from shoulder and elbow.
- To experiment with different ways of moving
- To bend and touch toes without flexing knees.

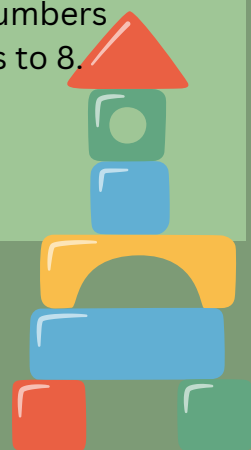
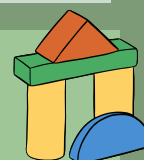


## LITERACY

- To demonstrate an understanding of what has been read to them by sequencing pictures, and recalling key details using their own words and recently introduced vocabulary.
- To re-enact stories they have heard in their play.
- To describe the main story events, in some detail.
- to begin to link sounds to some frequently used digraphs – embedding Set 1 digraphs.
- To develop segmenting the sounds in CVC words and blending them together.
- To begin to read simple CVC phrases.
- To form clearly identifiable letters to communicate meaning, representing some sounds in sequence.
- To write letters of a uniform size.
- To use phonic knowledge to write simple phrases and short sentences.

## MATHEMATICS

- To learn 0 means none or nothing.
- To find, subitise and represent 0-5
- To compare amounts knowing when the set has more, less or the same.
- To find 1 more, and 1 less than a given number.
- To compare mass.
- To explore and compare capacity.
- To find, represent and compose numbers 6,7,8.
- To explore odd and even numbers
- To find doubles of numbers to 8.



## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- To know that they live in Wellington. Wellington is in England. Locate on map
- To know own address
- To develop a broad vocabulary and use correct terms for physical and human features, such as town, village, path, house, flat, zebra crossing weather words, etc. when talking about the local area.
- To know the difference between our location Wellington and a cold place.
- To understand some changes e.g. in matter. Observe ice melting .know that water freezes if it is placed outside in cold weather.
- To be able to identify some places that are cold
- To name animals that live in very cold places.
- To recognise some environments that are different from the one they live in.
- To recognise the difference between past and present in their own and others' lives.
- To recognise that people have different beliefs and celebrate special times in different ways

## EXPRESSIVE ARTS AND DESIGN

- To recognise different types of materials used for building structures. To know blocks can be stacked and balanced.
- To use scissors with increasing independence,
- To construct and join modelling items and other media together, using scissors, masking tape, Sellotape and glue. Make decisions about the best joining media to use.
- To impress and apply simple decoration with malleable media using tools. .
- To explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.
- To recall a range of colour mixing facts, and use colour for a purpose.
- To incorporate props into play showing life experiences and imagination
- To make music in a range of ways e.g. plays with sounds creatively
- To introduce story line or narrative into their play