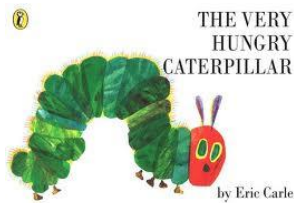
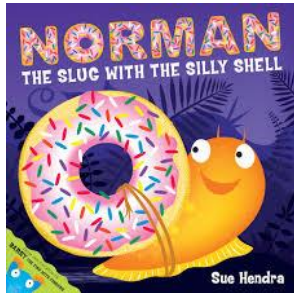
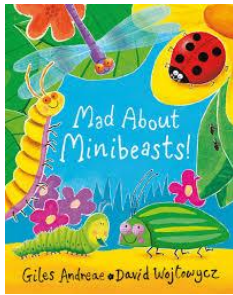
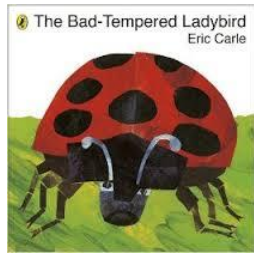


My Topic books



Mini Beasts Mini Beasts

How can you help me at home?

- Help your child learn how to zip up their coat and trousers
- Make sure you read frequently (daily if you can) with your child. After reading stories ask children questions about what they have read
- Encourage sharing, turn taking
- Please practice number and letter formations. Practise the Read Write Inc. rhymes (tricky letters- d, b, g, k, f, s)
- Practice 'red' words with your child (to, love, I, we, all, no, she, go, my, the, said, are, of, he, so, you, me)

PRIME AREAS - GOALS

Personal, Social and Emotional Development	Communication and Language	Physical development
<p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their activities.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>They give their attention to what others say.</p> <p>They answer 'how' and 'why' questions about their experiences.</p> <p>They use past and present forms accurately when talking about events that have happened.</p> <p>They use present and future forms accurately when talking about events that are to happen in the future.</p>	<p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>
Planned activities to support areas of development		
<p>- We will talk about what we think makes a good friend as well as encouraging more partner work and group work.</p> <p>-We will continue to send home our bear/frog weekly, to strengthen the link between home and school.</p> <p>-We will talk about what makes us angry/sad and how we can make ourselves feel better.</p>	<p>-Daily carpet sessions give opportunities for children to answer questions on topic books and story books, predict key events, and learn new vocabulary.</p> <p>-We will explore mini beasts, looking at their habitat and diet and use new vocabulary surrounding this.</p> <p>-In small groups we will look at changes in mini beasts, and talk about what is the same and what is different.</p> <p>-We will continue with daily supported reading.</p>	<p>-We will be talking about healthy eating and the importance of a healthy diet and create a list of healthy and unhealthy foods.</p> <p>-We will focus on athletics in PE.</p> <p>-Children will have a wide range of art activities and opportunities to use different tools.</p> <p>-Every morning we have a warm up dance session to get children ready for the day.</p> <p>-We will think about the movement of other creatures, and how it is different to our own.</p>

SPECIFIC AREAS - GOALS

<p>Literacy</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p>	<p>Mathematics</p> <p>Children can solve and read an addition and subtraction number sentence. They know that the last number in a number sentence/number after the = sign is the total.</p> <p>Children can count backwards from 5-0, 10-0 and 20-0</p> <p>Children can use everyday language to talk about distance, weight & capacity.</p> <p>They can measure short periods of time in simple ways and orders and sequences familiar events.</p> <p>They can halve an even group up to 12 and double numbers up to 5.</p> <p>They begin to use mathematical names for solid 3D shapes.</p> <p>Be able to count the correct amount of pennies to 10 and demonstrate an understanding that £1 is greater than a penny.</p>	<p>Understanding the world</p> <p>They talk about how environments might vary from one another and talk about the features of their own immediate environment.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They explain why some things occur.</p>	<p>Expressive Arts and Design</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They safely use and explore a variety of materials, tools and techniques.</p>
<p>Some planned activities to support areas of development</p>			
<p>-Daily supported reading has been working really well and will continue with it in the Summer term. We would love more parent volunteers so if available please contact Paula (The EYFS co-ordinator). We will also read several story books as a whole class and question children on their understanding of these books through speaking and listening tasks and activities related to the books. For example sequencing the story and character descriptions.</p> <p>-We will focus on writing 2-3 sentences this term, using finger spaces, capital letters, full stops and adjectives.</p>	<p>-The children have regular maths carpet sessions with games, stories, and adult led and child initiated activities.</p> <p>-They will be doing lots of themed work around our topic and will have the opportunity to use their knowledge in practical problem solving tasks around the classroom.</p>	<p>-We will be looking at mini beast habitats and discussing the lifecycle of butterflies and observing our class caterpillars growing into butterflies.</p> <p>-We are building our own garden area and will plant a number of different seeds and watch them grow.</p> <p>-We will continue to discuss the similarities and differences between our own environment and others through stories.</p>	<p>-We will have an art activity every day and will be using clay, felt, paint, water colours, tissue paper and junk modelling this term.</p> <p>-We will introduce healthy eating by linking it with the story of The Very Hungry Caterpillar and children will make fruit salads and smoothies.</p>