



### **Personal, Social and Emotional Development**

To ensure children are ready to move from the Foundation Stage into Year 1 we will continue to focus on developing independence:

- changing shoes, putting jumpers off and on
- hanging up bag and coat and putting bookbag away
- putting on coats
- retrieving and returning things to the correct place
- opening packaging for lunches and snacks
- remembering to use the bathroom or have a drink at the appropriate time

We will put emphasis on Our Golden Rules:

- We are kind and helpful, we don't hurt anybody's feelings.
- We are gentle, we don't hurt others.
- We are honest; we don't cover up the truth.
- We listen to others.

How to help:

- Allow children to come into class on their own and organise themselves.
- Please say goodbye to children in the playground and then leave the school (not before 8:50) to encourage a growing independence. The children settle much more quickly if you are not waiting in the playground and are very happy to get on with the school day as soon as you have gone.
- Give children time to practise changing clothes independently, especially jumpers and coats.
- Provide one healthy, small snack for snack time.

### **Communication and Language**

- For Year 1 readiness, children need to be able to follow simple and 2 part instructions and we will focus on that this term.
- Jolly Phonics - continuing with phonemes and alternatives..
- Retelling traditional stories through role play and use of puppets.
- Listening to different versions of the traditional stories and discussing similarities and differences.  
Listen to and follow instructions via various listening activities; listening to each other by taking turns in conversation.
- Sharing rabbit diary contributions to the class. Asking appropriate questions.

How to help:

- Give your child instructions to follow and expect them to carry them out after listening once.
- Share different traditional story versions.

### **Physical Development**

- Developing fine and gross motor skills through a range of activities. (Funky Fingers)
- Encouraging gross motor skill development through throwing and catching, bat and ball, country dancing, bikes, obstacles, running and jumping.
- Talk about a healthy diet and how to keep yourself safe and healthy.

How to help:

- Please make sure your child has appropriate clothing to wear (especially the girls) for P.E.
- Practise fastenings on clothing, especially buttons and zips. Allow child to do dress themselves and ensure fastenings which support this.
- Throw and catch balls of different sizes.
- Provide a healthy snack and lunch. (no sweets or sugary drinks)

## Literacy (reading and writing)

- We will continue to practise our phonics with more focus on 2 letter phonemes eg ai, ee, ie, oa, ue, sh, th and so on, with some alternatives for the long vowel sounds.
- Continuing to improve pencil control - formation of all lower case letters using instrokes with cursive script, tracing pictures whilst encouraging the correct pencil grip.
- Blending and segmenting sounds in longer words. Eg bedroom, boat, song
- Writing sentences, including spelling common irregular words the, he, she, they, come, put etc
- Traditional tales - retelling and listening to a selection of stories, including using ICT, puppets. .
- Developing their knowledge of fiction and non-fiction through guided reading sessions.

### How to Help:

- Rabbit diaries - we've got to the stage that your child can write and spell on their own. Please allow them to do this.
- Reread guided reading books at home and discuss content.
- Encourage sound use when reading unknown words in books or sight vocabulary but remember not all English words are phonetic so don't use their phonics for sight words.
- Regularly practice sight vocabulary (coloured words ) and Word Box lists (purple books). **Little and often is the key to helping your child to progress.**

## Mathematics

- Counting objects reliably to 20 and beyond. Numeral recognition to 20 and beyond.
- Addition and subtraction of two single digit numbers.
- Problem solving activities to extend mathematical thinking.
- Developing the use of language of 'more' and 'less' (greater, smaller, fewer). To use the vocabulary of addition (more, add, altogether) and subtraction (less, minus, subtract).
- Naming 2D and 3D shapes and describing their properties. Measures - length, height, time, mass and capacity. Vocabulary of position and size. Pattern - to describe and create a range of patterns beyond a simple 'a,b,a,b' sequence.

### How to help:

- Look for numbers and shapes in your environment.
- Count forwards and backwards to 100.
- Count everything and anything.
- Ask questions like Who has more? What would 1 more/less than x be?
- Look for patterns in the environment.

## Understanding of the World

- Materials - investigations with ice, magnetism, waterproof materials
- Our senses and how we grow and change.
- Animals and comparisons to humans
- Seasonal changes.
- E-safety - keeping personal information private and knowing where to go for help and support when they have concerns about material on the internet.
- Using simple computer programs with keyboard skills (letter finding) and photography.

### How to help:

- Watch what is happening to the weather and the seasonal changes that spring and summer bring
- Look at family photos and talk about changes in people as they grow up.
- Think about family events and celebrations.
- Practise typing their name and other simple words using a keyboard (rather than touchscreen)

## **Expressive Arts**

- Role play - safari, animal park, explorers, hospital
  - Traditional stories through role play and small world play.
  - Looking at seasonal paintings. Using 2D and 3D art including collage and modelling.
  - Following musical patterns and using instruments to add sound effects to traditional stories.
- Developing observation and drawing skills.

### How to help:

- Draw simple household items encouraging detail to be included.
- Encourage use of appropriate colours when drawing holding tools such as brushes and pens correctly.
- Encourage role play and small world play activities.