

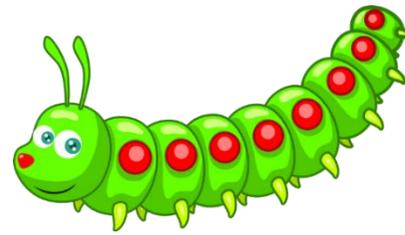
PSHE



In our PSHE sessions this term we will be looking at the topic, 'Healthy Me', so we will be using these words in particular:

healthy, exercise, sleep, heart, active, wash, clean, safe adult, scared, trust and the names for parts of our bodies, e.g. head, shoulders, knees, toes

As always we will continue to talk about our 'zones of regulation' and use the vocabulary around naming and expressing our feelings: *safe, worried, anxious, happy, proud, excited, determined.*



Amazing Tales

Here is some key vocabulary that your child will be using in their learning this half term.

Understanding the World

We will notice and talk about *changes* in the *weather* and *season* and also sow some seeds: *bud, blossom, spring, bulb, flower, sow, seed, seedling, compost, water.*

We will think and talk about special times in our family lives including: *Lent, Mothers' Day, Easter.*

Expressive arts and design

We will be using simple percussive instruments to explore sounds: *bang, shake, rub, tap, loud, quiet, soft, long, short, high, low, fast, slow.*

Communication and Language

We will continue to support the children in their use of story language as they retell stories in their play.

As we share stories we will be using *how* and *why* questions and encouraging the children to use question words themselves: *who, where, what, when, because, by*

We will be exploring the different sounds we can make with our voices (*loud, quiet, long, short, high, low*) and begin to link this to the sounds we hear at the start of words.

We will model and encourage the children to use the language of negotiation and collaboration when organising their play with others: *share, your turn, my turn, next time, after you, in a while, good idea, join in.*

Literacy

We will be continuing to share lots of traditional rhymes and stories. This half term we will continue to look at some traditional tales, 'The Enormous Turnip', 'Goldilocks and the Three Bears', 'Chapatti Moon'. Alongside thinking about the *characters* and *settings* we will also think about the sequence of the stories using time connectives, *first, then, after that, meanwhile, finally.*

We will draw attention to the difference between *words* and *pictures* in the environment and encourage children to talk about this difference in their own mark-making.

As we form and look at our marks/letters we will describe them using the terms: *top, middle, bottom, straight, round, up, down, tall, long, short, above, below, over.*

Maths

Counting will be practised daily in lots of different contexts both *forwards* and *backwards*.

We will be using the language of comparison as we explore the size and weight of a variety of objects, e.g. seeds, fruit, vegetables, construction resources: *long, longer, longest, tall, taller, tallest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter, lightest, more, less, fewer, same, similar, different.*

Physical development

Our PE sessions will focus on gymnastic skills. We will use the terms: *balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, tuck, still, straight.*

Why not try? Involving your child in the shopping process can provide an array of learning opportunities when you have the time. Writing a shopping list together can promote lots of language around healthy choices and negotiation skills. Modelling writing with pen/pencil alongside your child will prompt them to want to 'write' their own list or contributes marks and/or pictures to a joint list. This could be turned into a spotter sheet or checklist for your child to tick off different items as you shop. Giving children this kind of responsibility is great for their self-esteem. Obviously drawing attention to print and digits in the shopping environment provides a motivation for children to become interested in key literacy and numeracy skills.