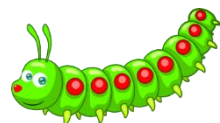


### PSHE

In our PSHE sessions this term we will be looking at the topic, 'Relationships'.

To talk about relationships with our family and friends and how to talk about our emotions linked to these relationships we will use the following key vocabulary:

*friend, friendly, friendship, family, group, job, include, respect, kind, share, different, lonely, argue, fall-out, words, feelings, angry, upset, calm, breathe.*



# The Great Outdoors

### Understanding the World

We will observe the seasonal changes in our outdoor environment including the growth of our seedlings into plants:

*soil, shoot, stem, root, leaf, bud, flower, pod*

We will look at the features of our toy vehicles (*car, train, trike, bike, wheel, brake, handlebar, pedal, saddle, seat, headlight, engine, carriage, mirror*) and explore the ways we make them move (*push, pull, wind up, roll down, program*).

### Communication and Language

We will encourage the children to use the vocabulary used in shared stories in their role play scenarios especially positional language: *up, down, over, under, through, around, across, along, behind, below, above, next to.*

Through our outdoor explorations we will support children to ask questions about the natural world and model the language needed to provide explanations about their observations: *what, where, why, when, which, how, because, always, sometimes, never.*

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

### Expressive arts and design

We will use junk modelling materials to explore making models which have moving parts: *flap, hinge, join, turn, spin.* We will share a range of music and songs with a journey/transport theme, including June Crebbin's 'The Train Ride': *slow, fast, quick, beat, rhythm*

### Maths

As always counting will form a part of daily activities reinforcing reciting number names in order both forwards and backwards.

We will be exploring pattern and repetition by making pathways and trails in a variety of ways. To talk about these the children will use words such as: *first, next, after, then, before, beside, between, pattern, repeat.*

We will investigate shapes as we construct and create, e.g. making vehicles from large wooden/foam bricks, crates, planks and tyres or smaller construction kits and jigsaws: *curved, straight, flat, short/shorter, long/longer, fit, corner, side, wide, narrow.*

### Literacy

We will be sharing a variety of stories around the theme of journeys and transport starting with 'We're going on a bear hunt'. Through these stories we will learn about different settings and geographical features: *woods, farm, river, seaside, beach, cave, hill*

We will continue to explore the different sounds we can make with our voices (thinking particularly about how we position our *lips, teeth and tongue* as we make different sounds): *long, short, high, low, loud, quiet.* Our school starters will be playing lots of games to support the oral segmenting and blending of simple words, e.g. b-u-s = bus, v-a-n = van.

There will be a wide range of opportunities to continue to develop our mark-making skills. We will encourage the children to talk about the different marks they make: *long, short, straight, curved, up, down, forwards, backwards, over, under.* Our school starters will have regular opportunities to practise the letter shapes in their name. Through our engagement with print in the environment we will use the letter sounds and names regularly.