

## Reading

- To read individual letters by saying the sound.
- To recognise special friends (digraphs) in words; sh-o-p.
- To begin to blend sounds into words.
- To demonstrate an understanding of what has been read to them or the story they've read to you.

## Writing

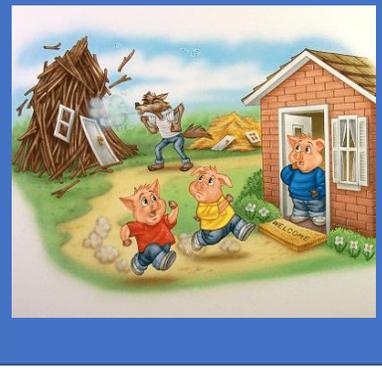
- To be able to spell words by identifying the sounds and then writing the sound with the correct letter.
- To be able to form lower-case and capital letters correctly.
- To be able write short phrases/ words.

## Number

- To be able to link numerals to objects.
- To count beyond 10.
- To be able to compare numbers.
- To subitise. Can you roll a dice and recognise the representation of the number without counting the dots?
- To recognise numerals 0-10.

## Numerical Patterns

- To use shapes to make objects (a house/snowman).
- To compare length, weight and capacity.
- To continue, copy and create a pattern.
- To be able to share things evenly.



## Understanding of the world

- To recognise some similarities and differences between life in this country and life in other countries.
- To explore the natural world around us.
- To understand the effect of changing seasons.
- To understand people who have different beliefs and to respect everyone's opinions.
- EYFS Is looking at Online Safety - Who can I talk to if I have an online concern?

## Physical Development

- Develop overall body-strength, balance and co-ordination.
- To develop and refine a range of ball skills.
- To be able form identifiable letters that are formed nearly and correctly following the RWI rhymes.
- To know and talk about factors that contribute to overall health and wellbeing.

## Personal, Social and Emotional Development

- To be able to show resilience and perseverance when there is a challenge.
- To know our rules without being reminded of them.
- To follow our rules and know why they're important.
- To be able to regulate and identify your own feelings socially and emotionally.

## Communication and Language

- To learn new vocabulary and use throughout the day and in their play.
- - To be able to use talk to work out problems and organise thinking and activities.
- To engage in stories and articulate their ideas and thoughts.



## Expressive Arts and Design

- To be able to talk about music and express their feelings and responses.
- To develop storylines in their imaginative play.
- To create with others; sharing ideas, resources and skills.

## French

- To learn basic French vocabulary
  - Bonjour
  - Au revoir
  - Merci
  - S'il vous plaît

## Homework

- Creative Project Ideas:**
1. Create a castle with cardboard boxes
  2. Bake Gingerbread Men
  3. Design a house to live in for the Three Little Pigs.
  4. Design your own pair of shoes for the Shoemaker.
- We will continue to send homework out every Friday. Feel free to share your excellent home learning with us through **Tapestry!**

## Key texts we read at school

- |                         |                                   |
|-------------------------|-----------------------------------|
| <b>Term 3</b>           | <b>Term 4</b>                     |
| Jack and The Beanstalk  | Goldilocks and Three Little Bears |
| Pishu                   | 3 Little Pigs                     |
| Little Red Riding Hood  | The Gingerbread Man               |
| Billy Goats Gruff       |                                   |
| Elves and The Shoemaker |                                   |

