

Texts we will use to explore our

Focus:



Physical Development

Cherry Brook will be focusing on developing their fine motor skills of pencil grip, control and cutting skills. This fine motor work greatly supports their readiness for writing and other fine motor activities in the school day.

This half Terms focus in PE sessions will be Fundamental skills. The children will: Develop basic movements including running, jumping, hopping. Develop balance and co-ordination in a range of activities and movements. Participate in team games, developing simple tactics for attacking and defending

Expressive Art and Design: I music, with Kip, We will learn pirate related songs (The Pirate Ship, Drunken Sailor, The Ally Ally O, John The Cabin Boy). We will use pitched and unpitched instruments to devise a pirate's ship voyage, including a dead calm, a storm, a breeze etc. We will learn a work shanty for pulling ropes or turning the capstan and a simple folk dance. We will consider the purpose of music on board a sailing ship. We will listen to folk music and the types of instruments commonly used on board an 18th Century sailing ship (whistle, guitar, fiddle, drum, pipes, melodian)

In Art we will explore naming and sorting colours and describing these colours in our own words. We will begin to look at colour mixing, create collaborative collages sharing resources, ideas and skills. We will build

Understanding the world.

We will start this half Term by looking at our Birthdays- where they are in the year, which month and season. We will use this to discuss the effects of seasonal changes and begin tree tracking (a project we will take across the year to track seasonal change). We will be spending time exploring the natural world around us and describing what we can see, hear and smell and plotting these onto simple maps.

Cherry Brook will be looking at naming and describing members of their immediate family. They will broaden this to look at members of the community that help us (e.g. builders, doctors, nurses, teachers, police officers, fire fighters, and our new Vicar)

Cherry Brook will begin to become familiar with looking at and comparing the past to the present by making a timeline to chronologise their life so far. They will also look at events that happened before they were born and add these to the class timeline.

Personal Social and Emotional Development

Being me in my world. We will use PSHE sessions to explore who we are, our feelings, being at school, how to look after others, our rights and our responsibilities. An important part of this is our class agreement. We base this on the 4 principals that everyone has the right to be safe, to be cared for, to be heard and to learn.



Maths

In Maths we will be looking at Matching, Comparing and Sorting. We will look at a range of ways to do this and use a range of resources to support our learning. We will also look at comparing size, mass and capacity. We will finish off the half term by focusing on the numbers 1,2, and 3. How are they made? Can we count them accurately? Can we represent them in different ways and subitise (see the total amount without counting).

Literacy, communication and Language

Phonics reading and Writing:

This Half Term we will begin our phonics journey using Bug Club. We will begin Phase 2, starting with the initial sounds s,a,t,p,i,n,m and d. You will be invited along to parents' workshops where we will be invited to support at home. We will also give guidance on early reading in these workshops to support how you can support at home when books start going out around week 5. We will then continue in our phase 2 phonics with the sounds g,o,c,k, and the digraph ck.

We will support our Communication and Language skills by learning simple songs and rhymes to go with the rhythm of our day. We will use regular story times and book talk to discuss a range of books and become familiar with these texts. We will practice our listening skills as we spend time learning together on the carpet, especially in phonics. We will also be using communication skills to describe events in some detail when sequencing timelines using time connectives; (e.g. before, first, next, later, then, and after).

