



In English our texts will link to topic 'everyday life'. In English lessons we will focus on a key text across two weeks. We will develop our attention and listening skills by answering questions on texts. We will practice our sequencing skills; and sentence formation using colourful semantics. We continue to read 1:1 with the children with books that match their phonetic knowledge.

Our texts: 'The colour monster goes to school', "All Aboard for the Bobo Road", "The Runaway Train", "Cycle City", "Police officers on patrol" The people who help us series by Amanda Askew, "The Paper dolls by Julia Donaldson"

Phonics: This half term we will continue to recap previous learning and learn new sounds (G, K,CK,E,U,R,H,B,F). Every day we include blending and segmenting as part of the session. Each phonics lesson gives us the opportunity to say and write sounds.



Expressive Arts and design

Art with Kirsty every Thursday. In class and in the continuous provision we will practice our painting, collaging, sculpture skills by doing the following and more; Car model making; traffic light printing; airplane craft; hot air balloons; portraits of people who help us, thank you cards/pictures to those who help us.

Artist study:
Picasso, Monet, Van Gogh

Sandwich making; making a fruit salad.

Personal, Emotional and social development



The ZONES of Regulation

We continue with x2 weekly zones lessons. However, we use zones throughout our curriculum.

We will learn what it means to be a good friend and the topic of kindness.

Our social thinking sessions aim to support the children's group thinking skills.

How to help at home: Use the zones vocabulary when describing emotions e.g. I can see you are sad and in the blue zone.

Communication and Language



Em will continue with her comms sessions. They will also receive a session from Taline reinforcing these skills.

Three times a week we have an attention bucket session with the focus of improving the children's attention and listening skills.

During every whole class, individual, group or free flow our aim is to support children to develop their communication and interaction skills. We do this by scaffolding there learning to best support their needs.

Stars Spring 1 Everyday life



Physical development

Indoor (Tuesday):

Gymnastics, moving our bodies in different ways.

PE coach (Thursday):
throwing and catching.

We continue to do sensory circuits daily and a fine motor session every morning. We will have a focus on letter formation this half term.

Understanding of the world

Happy New Year: new years celebrations; new years wishes and resolutions.



People who help us: Jobs of people who help us in the community.

Transport and Travel: Land, air and sea. Different forms of travel.

The Environment: Our locality and where we live; recycling and protecting the environment; different types of habitats.

Planned trips: fortnightly library trips have been planned and hopefully will be able to start this half term. A trip to the farm is organised and we will have a visit from a police officer.

Our continuous provision will link weekly to our everyday life topic.

Maths



Our maths curriculum follows a maths mastery approach and ensures that all children are having opportunities to continually practice skills and be challenged appropriately while following the

This half term we will aim to cover; the 'one more than/one less than' relationship between counting numbers; composition of number through part-whole models: identifying smaller numbers within a number (conceptual subitising - seeing groups and combining to a total); inverse operations; a number can be partitioned into different pairs of numbers; a number can be partitioned into more than two numbers; number bonds: knowing which pairs make a given number.

Children continue to have many opportunities to practice learnt skills in our continuous provision.