

<p><b>My Communication</b></p> <p><b>Communication and Comprehension</b>                  Stories by the same author: Anthony Browne  <u>Key texts:</u>                  Willy the Wimp, Willy the Champ, Willy the Wizard, Willy the Dreamer</p> <p><u>SPAG</u>                  Identify and use adjectives and noun phrases</p> <p><u>Writing &amp; Composition:</u>                  Creating phrases to describe elements of the stories, using adjectives and noun phrases.                  Make observations based on storybook illustrations.</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Encourage all communication</li> <li>• Give reasons to communicate</li> <li>• Share books/ stories together</li> <li>• Use descriptive vocabulary</li> <li>• Talk about what is happening in pictures in books</li> </ul>	<p style="text-align: center;"><b>My Body</b></p> <p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>• Fine motor skills – pinching, threading, lacing, manipulating, mark making, letter formation, cutting</li> <li>• Gross motor skills – swimming, throwing, catching, aiming</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Swimming – pupils will continue working on kicking, arms, floating, blowing bubbles/breathing, pool side safety</li> <li>• Dressing – getting changed at the start and end of swimming lessons</li> <li>• Net Games – we are learning about net games and will be trying out and practising different skills, including throwing and catching balls and beanbags, aiming at a target and using a racket.</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Playdough/putty - manipulating into different shapes</li> <li>• Mark making/ writing activities</li> <li>• Sensory Play</li> <li>• Threading</li> <li>• Play with a ball – throw/catch/kick</li> <li>• Building blocks</li> <li>• Riding a scooter/ tricycle.</li> <li>• Following patterns/ sequences of actions</li> <li>• Dance with your child to music and videos.</li> <li>• Practising getting dressed and undressed</li> </ul>	<p style="text-align: center;"><b>My Independence</b></p> <p><b>Skills for Life</b></p> <p><b>Enterprise</b>                  We will be choosing a class project together to work on in order to produce items to sell.                  We will be thinking about prices, materials, making processes and creating a final product that looks attractive.</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Look at the prices of things when in the shops</li> <li>• Do simple craft activities at home</li> <li>• Focus on the appearance of products – discuss what they like about them</li> <li>• Follow a list to complete a task</li> </ul>
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My Community	My Cognition	My Creativity
<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Getting dressed/undressed</li> <li>• Play and social skills</li> <li>• Communication and interaction skills</li> <li>• Emotional Literacy</li> <li>• PSHE- healthy life style and healthy eating</li> <li>• Cultural Development/RE - Why is Jesus important to Christians – Stories about Jesus</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Discuss meal time choices – which foods are healthy for us, which are not. What different foods do for our bodies, e.g. fruit gives us vitamin C, milk has calcium to build strong bones and teeth</li> <li>• Play turn taking games and other sharing activities.</li> <li>• Share experiences at home with class</li> <li>• Discuss your emotion with your child at different times in the day.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Grouping and sorting – items by different criteria, and logical steps to processes to start investigating coding and algorithms</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Measurement: length and height, selecting the appropriate tool (ruler, tape measure, metre stick) to measure an items length or height and the units of measure.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Human Geography of Where Does Food Come From – looking at how to grow foods, why we have farms and what are grown on farms. Where we buy our food from and where it’s sourced from – the food countries import and export</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Electricity – building simple circuits and fixing them. Electricity safety and which materials conduct electricity and which do not</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• At home and out and about, identify things you measure the length or height of.</li> <li>• Point out road signs with distances.</li> <li>• Play measuring games of things in the garden as the weather is getting nicer.</li> <li>• Talk about when you group and sort things at home, e.g. when making food and gathering ingredients, how you stack your dishwasher, organise their toys or clothes in the drawers.</li> <li>• Identify items in the home which use batteries or mains electricity.</li> <li>• Talk about being safe with electricity, e.g. not putting batteries in our mouths</li> </ul>	<p><b>Creativity – DT</b></p> <p>Stable structures Looking at what helps a structure be stable Learning about different joins Buildings and Bridges – learning about different bridge styles Using materials to design and make a bridge to hold a toy car</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Talk about different buildings you pass</li> <li>• Look at how equipment in the park is designed</li> <li>• Visit the bridges in Cambridge or look at pictures of them</li> <li>• Talk about what structures are made of – what materials are strong</li> </ul>