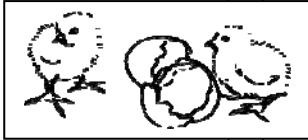


### Personal, Social and Emotional Development

- *Dispositions and attitudes* we will be looking for evidence that children are interested, motivated and excited to learn, this could be through children bringing in work they have completed at home, books or resources to support their learning.
- *Social development* we will be looking for evidence that children have an understanding of their own and other's needs, views and beliefs and treating those with respect and sensitivity.
- *Emotional development* we will be looking for evidence that children consider the consequences of their words and actions.
- Circle times continue to support all these skills.



### Communication, Language and Literacy

- We will be exploring the story of Rosie's Walk in more depth, leading to creating our own 'walk' story.
- We will begin to explore how information books can be used to answer questions about where, who, why and how. Amelie would like to find out how to look after the baby chicks. Rebecca would like to find out about caterpillars.
- Children will begin using their phonic knowledge to read and write a range of words and simple sentences independently.
- We will be learning letter names as well as sounds.
- In their morning books some children are ready to begin writing the sounds they hear in words.

### Mathematical Development

- Harry would like to learn more numbers. We will be continuing to practise counting, recognising and ordering numbers up to 10.
- We will continue finding 1 more or less than a given number up to 10.
- We will be practising the vocabulary of adding and subtracting through games and other activities.
- We will continue to explore positional language, supported through PE and ICT.
- We will begin to compare quantities and introduce language for 'greater', 'smaller', 'heavier' and 'lighter'.



### Knowledge and Understanding of the World

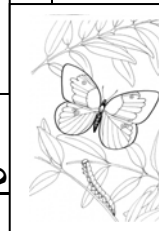
- Senna would like to go for more walks, through this we will be using all our senses to discover how the environment changes at this time of year.
- Daniel and Fenella would like to go on a bug hunt. Cerys would like to visit the school pond; she would like to find out more about where animals live and what they need to grow.
- Franco, Jacob, and Daniel are all keen to do more gardening and plant seeds. Amelie suggested we visit a garden centre to buy the seeds.
- Rowan, Poppy and Cameron all wanted to look after some animals in our classroom. We will be having 'Living Eggs', taking a delivery of eggs in an incubator to care for as they hatch into chicks. We also hope to rear some caterpillars to butterflies and frogspawn to tadpoles to frogs.
- We will be exploring the use of technology to support our learning with the new class camera, walkie talkies and beebots.
- As Easter approaches we shall be thinking about our own beliefs and those of others.

Children will be encouraged to ask questions about why things happen and how things work.



### Class 1 Overview

How are we responsible for the world?  
Exploring the environment at this time of year and how we affect and interact with it.



### Creative Development

- Children will be encouraged to capture their experiences using a variety of different media, exploring colour, texture, shape, form and space in two or three dimensions.
- Cerys suggested we make the outdoor role play area into a garden centre.
- Edward would like to make trees with wooden blocks.
- In music sessions we will continue to explore repeated sounds, sound patterns and rhythm, thinking about how sounds can be changed.



### Physical Development

- Children's confidence and control in movements will be developed through weekly PE sessions.
- We will continue exploring travelling under, over and through balancing and climbing equipment.
- Through activities in the classroom children will be encouraged to practise their fine motor control and co-ordination.
- Through exploration in every day play, cooking and gardening children will continue to learn how to use tools safely.

### Helping At home

- All children have begun to bring home reading sheets or books to share, please support your child in reading these daily and writing in reading records.
- Please continue to look in reading records for jobs to do at home to help with the children's targets at school. Don't forget to use our WOW Wall where you can share your child's achievements.