

Personal, Social and Emotional Development

Through this terms Seal topic *Good to be me* children will continue to develop skills in the following areas

- ***Making Relationships***
- ***Self-Confidence and Self-Awareness***
- ***Managing Feelings and Behaviour***

We will be exploring feelings of excitement, pride, happiness and anger, and learning how we can calm ourselves down when we need to



Class 1 Overview, Term 4

Is distance a time or is it a place?

Castles, Princes, Princesses and Knights long ago

Physical Development

Moving and Handling

- Ella would like to learn to go across the monkey bars by herself
- Through PE sessions we shall be practising ball skills
- Fine motor control will continue to be developed through scissor and pencil control, use of tools and malleable materials

Health and Self Care

- Through our **health focus** we will be learning about what we can do when we are unwell, and how we must take care when using medicines



Communication and Language

Listening

- Skills will continue to be developed through class circle times and partner talk

Understanding

- Children will listen and respond to ideas expressed by others
- Responding to instructions

Speaking

- We will continue show and tell sessions
- Role play and small world

Literacy

Reading

- We will be sharing some traditional fairy tales linked with our topic. Francesco and Mollie are looking forward to reading Cinderella. Harriet wants to read Snow White. Freya suggested reading The Princess and the Frog, Sleeping Beauty and the Little Mermaid. Ashley wants to share Jack and the Beanstalk
- Regular reading practice at home will support children's reading development

Writing

- We will be sharing Nick Sharratt and Pippa Goodhart's book *You Choose*, we will develop a class version of the book then children will write their own
- Some children will be starting to learn set 2 of the *read, write inc* phonics scheme
- Jesse wants to learn to spell some words
- Children will continue practising letter formation through morning books and will begin to fill in missing sounds

Maths

Number

- Charlie P, Ollie and Freya want to learn bigger numbers
- We will continue practising counting, to 20 and beyond
- Children will be developing their confidence adding and subtracting
- We will begin practising counting in twos
- We will also be investigating number bonds to ten

Space, Shape and Measure

- We will be learning about 3D shapes, their names and properties. We will be using these to design and make junk models.
- We will begin relating our number knowledge to money, and will be practising what we learn in a role play shop
- We will be learning about everyday language related to time and sequencing familiar events



Understanding the World

People and Communities

- Caitlin would like to learn about different countries' flags
- We will be finding out about why we celebrate Mother's Day and Easter

The World

- Owen, Eira, Harriet, Charlie P, Archie and Kizzy are all looking forward to finding out about the lives of Kings, Queens and knights long ago
- Annabelle would like to know how machicolations were used in castles
- Eira would like to find out about Queen Victoria
- Charlotte is looking forward to finding out about their castles
- Ella wants to know why some castles became ruins
- Owen and Mollie are both keen to find out how ice cream is made
- Freya wants to know how fairies fly

Technology

- Children will continue to use computers and digital camera to support their learning



Expressive Arts and Design

Exploring and Using Media and Materials

- Charlotte and Kizzy would like to make a castle
- Children will continue to explore texture and collage in our creation area
- Ashley and Charlie H would like to play and listen to more music
- Children will be creating portraits and mounting them in decorated frames



Being Imaginative

- Caitlin would like to develop a castle with a throne in our role play area, with clothes to dress up as princesses, knights and soldiers
- Jesse is also looking forward to dressing up

