

Curriculum Overview for Parents of Cherry Class Term 3 2018/2019

Area	What do we want the children to learn next?
<p>Personal, social and Emotional Development</p> 	<p>How to:</p> <ul style="list-style-type: none"> • Demonstrate friendly behaviour, initiating conversations and forming relationships with peers and familiar adults. • Show confidence in asking adults for help. • Describe themselves in positive terms and talk about abilities. • Understand that their own actions affect others. • Talk about their own and others behaviour/actions and its consequences. • Accept and take into account the needs of others and take turns and share resources. • Take steps to resolve conflicts and disagreements with other children.
<p>Communication and Language</p> 	<p>How to:</p> <ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during appropriate activity. • Follow instructions involving several ideas or actions. • Listen and respond to ideas expressed by others in conversation or discussion. • Listen to stories. Ask and answer questions about what they have heard. • Extend their vocabulary, exploring the meaning and sounds of new words. • Talk about toys - favourite, old, new, moving etc. • Use past, present and future forms when talking particularly about toys.
<p>Physical Development</p> 	<p>How to:</p> <ul style="list-style-type: none"> • Experiment with different ways of moving. • Use tools and equipment safely and with good control. • Show some understanding of what it means to be healthy. • Observe the effects of activity on their body. • Develop a good and effective pencil grip. • Write letters of the alphabet clearly and correctly formed. • Develop good core strength and gross motor control. • Develop increasing control over small apparatus eg. balls, bats, hoops and beanbags

Literacy



How to:

- Write descriptions of different toys.
- Give meaning to marks as they draw, paint and begin to write correctly formed letters.
- Write letters of the alphabet clearly and correctly formed.
- Articulate phonemes in Phase 2 / Phase 3 (moving on to consonant and vowel digraphs) and link to the letters representing these phonemes.
- Blend phonemes together to read and write regular cvc words (Phase 2 and Phase 3).
- Read and write high frequency decodable and tricky words (Phase 2 and Phase 3).
- Look at books and talk about the stories or facts they have heard.
- Write factual statements about different toys.
- Sequence a familiar story, write bits of the story in our own words and act out a familiar story.
- Create stories and poems about toys inspired by books we have read.

Mathematics



How to:

- Match numeral and quantity correctly 1-15.
- Show an interest in number problems.
- Order and recognise numerals 1-15.
- Count on and back from any number between 1-20.
- Recite numbers to 20 and beyond and begin to recognise these numerals.
- Begin to estimate quantities.
- Add 1 or 2 to any number up to 15 and record this in a number sentence.
- Find different ways to partition sets of up to 10 objects.
- Take away one set of objects from a bigger set.
- Make 3 part repeating patterns.
- Sort and describe 2D and 3D shapes.
- Sort other objects by a given criteria. Also to devise our own criteria for sorting objects and shapes.
- Use everyday language related to time.
- Recognise coins and use in role play (1p, 2p, 5p, 10p)

Understanding the World



How to:

- Remember and talk about significant events in their own experience.
- Talk about why things happen and how things work.
- Look closely at similarities and differences in the world around us.
- Operate simple equipment.
- To use ICT hardware to interact with age appropriate computer software.
- Talk about different materials used to make toys
- Talk about and identify what makes a toy move.
- Make toy pictures using a computer programme.
- Appreciate that the toys our parents and grandparents played with are different to ours. Think about how they are different.

Expressive Arts and Design



How to:

- Explore and learn how sounds can be made and changed.
- Create simple representations of events, people and objects.
- Engage in imaginative role-play based on their own first-hand experience.
- Construct with a purpose in mind using a range of different resources.
- Make models using a range of tools and joining techniques.
- Design, make and enhance a variety of toys - mobiles, puppets, cars, balancing parrots, a baby's toy, kites etc.

How are they going to learn it?

- Phonics Phase 2 and Phase 3
- Topic 'Toys'
- Toy making workshop
- Letter Dance letter formation programme
- A range of fine motor activities
- Storycises
- Wake and shake
- Circle time
- Gymnastics and small apparatus skills in PE time
- Visit to Maidstone Museum for a toys workshop

Home Learning

Monday: Change colour banded reading books

Tuesday: Word book (when given out)

Wednesday: Change colour banded reading books

Thursday: Bring a story book home to share

Friday: Home learning book. A letter/number formation activity. Change colour banded reading books. Sound books.

If your child has done something amazing at home then please send it in, or a photo or a note. We would love to celebrate your child's home interests and achievements.

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