

Curriculum Overview for Parents of Cherry Class Term 4 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 and form positive relationships with adults and other children. • Show confidence in asking adults for help. • Describe themselves in positive terms and talk about abilities. • Understand that their own actions affect others. • Take steps to resolve conflicts and solve problems with other children. • Talk about their own and others feelings. • Recognise when their actions hurt or upset others. • To accept and take into account one another's ideas about how to organise their activity. • Be able to offer their opinions sensitively.
<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. • Show awareness of the listener when speaking, negotiating and planning with others. • Talk about and develop their own narratives and storylines.
<p>Physical Development</p> 	<p>How to:</p> <ul style="list-style-type: none"> • Move confidently and safely in a range of different ways. • Use tools and equipment safely and with good control. • To talk about what it means to be healthy. • Observe the effects of activity on their body. • Write letters and numbers that are clearly and correctly formed. • Develop good core strength and gross motor control.

Literacy



How to:

- Articulate phonemes in Phase 2 / Phase 3 and link to the letters representing these phonemes.
- Blend phonemes together to read and write regular cvc words (Phase 2 and 3).
- Read and write high frequency decodable and tricky words (Phase 2 and Phase 3).
- Write sentences and captions using phonic knowledge and correctly formed letters.
- Answer questions about books they have read.
- Look at books and talk about the stories or facts they have heard.
- Write facts and labels relating to travel over land and sea.
- Listen to and talk about stories which include travelling.
- Create imaginative stories. Talk about and write ideas.

Mathematics



How to:

- Match numeral and quantity correctly 1-15.
- Order and recognise numerals 1-15.
- Count on and back from any number between 1-15.
- Be able to explain mathematical thinking, ask and answer questions.
- Begin to estimate quantities.
- Add 2 more and begin to count in 2's.
- Find 1 or 2 more than any number up to 20.
- Find different ways to partition sets of 6, 7, 8, 9 and 10 objects.
- Take away one set of objects from a bigger set.
- Make 3 part repeating patterns.
- Recognise odd and even numbers and know why
- 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.
- Compare and measure weight using non-standard units
- Recognise and use coins to 10p. Solve practical money problems.

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.
- Know how to operate simple equipment.
- To use ICT hardware to interact with age appropriate computer software.
- Talk about the history of travel. Compare old and new cars etc.
- Explore floating and sinking.
- Explore what makes different vehicles move e.g. how do different boats move?

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.
- Sing songs and dance to a range of music genres.
- Follow and create dances on a journey theme.

How are they going to learn it?

- Phonics Phase 2 and Phase 3
- Topic 'Over land and sea'
- Short sheep, tall giraffe and underground rabbit letters
- A range of fine motor activities
- Storycises
- Circle time
- Dance in PE time
- Razzle Dazzle writing and talk.
- Reciprocal reading during story time (The Fantastic 4).

Home Learning

Monday: Change colour banded reading books
Tuesday: Word book
Wednesday: Change colour banded reading books, Razzle Dazzle Talk, bring a story book home to share
Thursday: or bring a story book home to share
Friday: Home learning book. Number formation A variety of maths activities or a phonic activity
Change colour banded reading books. Sound books.

Reading books can be changed any day. If your child has finished reading a book please give it to Mrs Nurden or Mrs Tong, together with the yellow reading record book.

I change story books usually on a Wednesday or a Thursday. If it is possible to keep the story book in your child's book bag this is helpful just in case the day is different.

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.