

## Parents as Partners

You can support your child to write their name by practising the shapes below. Remember to use a tripod grip when holding your pencil. Use your thumb and two fingers to hold the pencil near the tip.

Log into the Letter Join website with the details below. Click on the patterns tab and use the videos to support your learning at home. Once you have mastered the patterns you can start to write your name. Remember to use upper case for your initial and lowercase for the rest of your name.

**[www.letterjoin.co.uk](http://www.letterjoin.co.uk)**

**Username:** jk4621 **Password:** home



You could make these marks using pens, pencils, crayons or paint.



# Toys



# Spring One

## What are we learning about?

Our Topic this half term is 'Toys'. We will be reading lots of stories including -

**Kipper's Toybox** by Mick Inkpen

**Stanley's Stick** by John Hegley

**Harry and the Dinosaurs and the Bucketful of Stories** by Ian Whybrow

**Jabari Tries** by Gaia Cornwall

Through these books we will be learning about old toys and new toys. Making comparisons and noticing what looks the same and what looks different. We will make our own toys and talk about toys we have at home.

Our big challenge this half term will be learning to write our name. We will start off by making straight lines, clockwise and anticlockwise circles and then wiggly lines. Once we are confident with our pencil movements we will start to write our initial letter. You can help with this at home.

## Communication, Language and Literacy

### **Communication and Language:**

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.

### **Literacy:**

Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm.

- Understand the five key concepts about print:

-print has meaning

-the names of the different parts of a book

-print can have different purposes

- Use some of their print and letter knowledge in their early writing.

## Physical Development

We will be learning to control our muscles so we can make careful movements.

- Continue to develop their movement, balancing, and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand—what hand do I like to use when writing?

## Understanding the World

In Understanding the World we will have a weekly investigation where we make predictions about what might happen and then investigate to find out.

- Explore and talk about different forces they can feel.
- Explore how things work.
- Explore collections of materials with similar and/or different properties

## Expressive Art and Design

We have been learning to use instruments to play loud and quiet sounds. Now we will be learning to play fast and slow.

- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings.



## Personal, Social and Emotional Development

We will be building our social skills with lots of games involving turn taking, circle times to talk about our emotions and team building games.

- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

## Learning in Maths

### **Counting:**

- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

### **Linking numerals and amounts:**

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

### **Position and Direction:**

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

### **Pattern:**

- Extend and create ABAB patterns – stick, leaf, stick, leaf.

### **Shape:**

- Talk about and explore 3D shapes