

## Mathematics

During the term we will:

- \*Continue to use numbers to 15, recognising them in and out of sequence, counting forward and backwards and recording numbers correctly.
- \*We will use practical equipment to begin looking at addition and subtraction in different ways before recording our number sentences.
- \*Practically and verbally continue thinking about one more and one less of given numbers.
- \*Continue to focus on everyday time language before introducing the concept of o' clock.
- \*Continue to compare height
- \*Introduce 3D shapes and the correct language to name and describe them.
- \*Go on shape walks around school- identifying everyday 3D shapes in the environment.

## Physical Development

We will continue to improve our fine and gross motor skills, while thinking about being healthy by:

- \*Cutting, colouring, threading, cutting with scissors, painting, tracing and using construction kits.
- \*Taking part in PE lessons- Yoga and Gymnastics-using large equipment and our lunchtime Fundamental skills session.
- \*Mark making and handwriting using the correct pencil grip and thinking carefully about our letter sizing.
- \*Weekly 'Write Dance'.
- \*Helping others make healthy food choices- linked to Monkey Puzzle characters.

## Expressive Arts and Design

During the term we will use our skills to:

- \*Produce a Jungle display for the classroom.
- \*Take part in a range of small world and role play activities.
- \*Use the musical instruments to accompany singing, create rhythms and to explore how sound can be changed.
- \*Create Mother's Day and Easter craft.

## Understanding the World

Over the term we will:

- \*Continue to use CD players, computers, digital cameras and the school iPads.
- \*Use BeeBots independently and investigate how we can make them move.
- \*Go for welly walks within the school grounds and in the local area and woodlands. We will make a comparison of woodlands on our trip to Puzzlewood.
- \*Look for signs of Spring
- \*Think about where food comes from before growing and planting seeds - cress, mustard and beans
- \*Look at tracks, trails and maps.
- \*Look at animal babies and their mothers.

# Monkey Puzzle

## Reception Classes 1 & 2 Term 4 2019

### How can you support your child's learning?

- \*Continue to practise phonemes.
- \*Sharing reading and library books.
- \*READ-our school reading challenge
- \*Playing games adding the numbers from 2 dice together to move.
- \*Using Purple Mash to complete activities and save to the class page.
- \*Choose and complete some of the class homework tasks.
- \*Encouraging them to be active everyday using GoNoodle!
- \*Taking every opportunity to praise your child's achievements - however small they may be!

### Personal, Social and Emotional Development

Throughout the term we will:

- \*Develop our understanding of the effects of actions and behaviours with a focus on consequences of actions and words.
- \*Revisit the school and classroom rules- thinking about what is right and wrong and why.
- \*Develop greater confidence and self-motivation- trying new activities and initiating our own ideas.
- \*Take part in weekly social skills activities.

### R.E

During the term we will:

- \*Learn why Easter is special to Christians and about the important Christian symbols through story telling.
- \*Look for new life which occurs at Springtime.

### Communication, Language and Literacy

This term we will:

- \*Continue to develop our knowledge of phase 3 digraphs, and simple word building.
- \*Learn to recognise and read the phase 3 tricky words. Use our phase 2 tricky words in written work.
- \*Use our phonic knowledge to spell simple words.
- \*Use our word building skills to write simple sentences in a range of contexts- news, labels, story maps and posters.
- \*Encourage good communication, interaction and social skills in a variety of situations.
- \*Share opinions and ideas about books, stories and pictures.
- \*Learn to retell the story of Monkey Puzzle using story telling hands as a whole class.
- \*Begin to invent our own rhyming strings and words.
- \*Describe and explain our models and work to the other children in the class.
- \*Begin to ask questions about other children's work and models.
- \*Use props to story tell in small groups before telling our stories to the rest of the class.
- \*Take part in our play- singing, speaking and dancing in front of a range of people.