

## PSHE



In our PSHE sessions this term we will be looking at the topic, 'Dreams and Goals', so we will be using these words in particular: *challenge, try, goal, favourite, improve, persevere, practise.*

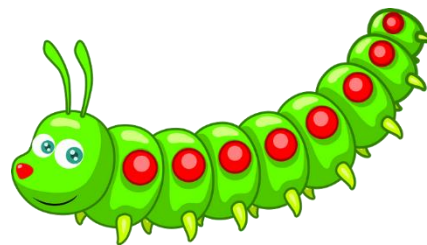
Alongside this we will continue to talk about our 'zones of regulation' and develop the vocabulary around naming and expressing our feelings: *frustrated, worried, anxious, happy, proud, excited, determined.*

## Literacy

We will be sharing lots of traditional rhymes and stories, particularly focussing on 'The Three Little Pigs', 'Goldilocks and the Three Bears', 'The Three Billy Goats Gruff' and 'Little Red Riding Hood'. We will talk about: *character (wolf, troll, giant, grandmother, woodcutter), setting (wood, forest, bridge, cottage, mountain), beginning, middle, end, rhyme, rhythm, repeat.*

We will specifically be encouraging the children to join in with the repeated refrains in these stories:

- *Then I'll huff and I'll puff and I'll blow your house down.*
- *Who's been eating my porridge? ...sitting in my chair? ...sleeping in my bed?*
- *Who's that trip-trapping over my bridge?*
- *Grandma, what big eyes (ears/teeth) you have!*
- *All the better to see (hear/eat) you with!*



# Amazing Tales

Here is some key vocabulary that your child will be using in their learning this half term.

## Understanding the World

We will be naming and exploring materials, *straw, wood (sticks), bricks (foam, plastic, wood), sand (damp/dry), water, ice, playdough, clay*, and talking about the properties of these materials, *rough/bumpy/smooth, hard/bendy/squashy/soft, wet/dry.*

## Expressive arts and design

We will be using resources to support our imaginary play, when re-enacting stories, *basket, shawl, nightgown, cape, mask, puppet, porridge.*

## Communication and Language

As we listen to and talk about a range of stories we will support the children to develop story language to retell and structure stories in their own way using puppets and small world figures. Useful story phrases we will use include:

*Once upon a time..., Long, long ago...*

*Meanwhile..., Just then..., Quick as a flash...*

*So..., then..., after that..., suddenly..., unfortunately...*

*...and they were never seen again, And that was the end of..., ...and they all lived happily ever after.*

## Maths

Counting will continue to be integral to lots of our routines so the children will practise saying the number names in order forwards and backwards in a variety of contexts. We will draw out the number language in stories, *first, second, third, big, middle-sized, little, small.*

During number activities we will use lots of positional language to support the children's explanations, e.g. "I know there are four because there are two at the *top* and two at the *bottom*", *right, left, above, below, between, close, far apart, next to.*

## Physical development

Through our PE sessions we will practise using the terms: *space, direction, high, low, bend, spin, shake, twist, move, still.*

**Why not try?** A great way to support your child's language development is through regularly sharing rhymes and songs together. Research shows that generally, children who will become good readers enjoy listening to speech, storybooks and nursery rhymes. Find ways to include rhymes in everyday routines, e.g. 'One, two, buckle my shoe' when putting on shoes, 'Rub and dub dub' and 'Row, row, row your boat' when in the bath, 'Here we go round the mulberry bush' while brushing hair/teeth. Select rhymes that teach concepts like numbers, colours, shapes, weather etc. to increase children's love for learning. If you're stuck for ideas here is a useful link with lots to choose from: <https://www.bbc.co.uk/teach/school-radio/articles/zf2792p>