11th & 18th March 2019

**In Personal, Social and Emotional**

**Development we are learning to…**

Be confident to speak to others about our ideas and predictions

Begin to negotiate when others have different ideas

Take account of what others say

Activities

Construction and science activities.

**In physical development we are**

**learning to….throw accurately**

Throwing and catching skills

Please provide school joggers for outdoor PE kit

Activity

PE with Mr Green

Ball skills, balance bikes, obstacle courses and construction as part of outdoor provision.

NB: Forest School (first week back)

**In Communication and Language we are**

**learning to…..**

listen to and respond to ideas expressed by others in conversation or discussion (when designing bridges)

extend our vocabulary, especially by grouping and naming, exploring the meaning and sound of new words e.g. materials

Activities

Take part in activities linked to Science Week

**2 week YE Plan**

**planner**

In Early Years we plan across the 7 areas of learning and

make links with our topic. We also follow the ideas and

interests generated by the children. In Reception

children spend time each day self-initiating, this is their

‘Learning time’. Adults will be observing, engaging and

moving their learning on during these times.

**In Understanding the world we are learning..**

To take part in science experiments

To talk about what we think will happen

To explain why we think this

To describe different liquids e.g. sticky, think, thin, watery

To talk about how we can make things go faster or slower

To begin to learn about structures

Activities

Video about different bridge structures

Science Week activities

Ask me about…



**In Creative Arts and Design we are learning to..**

Manipulate materials to achieve a planned effect

Use a variety of resources in construction

Adapt work where necessary

Activities

Create a bridge for the billy goats.

Experiment with gutters

**In Mathematics we are learning to…subtract**

I can find one less than a given number.

Count out up to six objects from a larger group.

I can record my work using marks that I can interpret and explain.

I can use numerals alongside my mark-making to record my ideas.

In practical activities and discussion, I am beginning to use the vocabulary involved in subtracting.

**In Literacy we will are learning to…**

If your child is beginning to orally blend/independently blend – Revision of RWI Set 1 phonemes for reading and writing. Read the high frequency words: dog, cat, up, on

Hear and record initial sound in words/dominant sounds

For children competent at Set 1 phonemes and independently blending to read:

RWI Set 2: oo/oo, ar, or, air

Tricky Word: no, go, he, she

High Frequency Words: look, for, that

Activities

Daily phonics lessons RWI

Story Focus: The Three Billy Goats Gruff

