25th March and 1st April 2019

**In Personal, Social and Emotional**

**Development we are learning to…**

Be confident to speak to others about how we celebrate Easter and the foods associated with Easter e.g. Hot Cross Buns, Easter eggs

Take account of what others say

Activities

Easter 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.

**In Communication and Language we are**

**learning to…..**

listen to and respond to ideas expressed by others in conversation or discussion

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

Activities

Take part in activities linked to Easter

**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..**

(due to the recent bad weather, not all of us have had time to experiment with the gutters so we will be continuing to make predictions and test ideas)

Activities



Ask me about…





**In Mathematics we are learning to…**

Counts an irregular arrangement of up to ten objects.

Counts out up to six objects from a larger group.

Estimates how many objects they can see and checks by counting them

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

Manipulate materials to achieve a planned effect

Adapt work where necessary

To learn a repertoire of songs linked to Easter

To understand how Christians celebrate Easter

Activities

Linked to Easter

**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: ir ou oy

Tricky Word: **we me**

High Frequency Words: **this**

Activities

Daily phonics lessons RWI

Story Focus: The Three Billy Goats Gruff