

Literacy

We will show an interest in the story and what is happening.

We will talk about the characters—what they are doing and what they are like.

We will use puppets and objects to help us to retell the story.

Personal, social and Emotional Development

We will start to sit and listen to the story using our eyes to look at the pictures and our ears to listen to the words.

We will begin to take turns turning the pages or exploring the resources and understand that we must wait until our friends have finished before taking our turn.

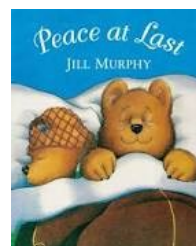
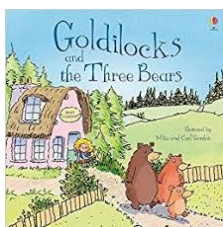
Physical Development

We will use different sized tools to stir up the porridge for the three bears.

We will investigate what happens in the wind outside using windmills and ribbon sticks and blowing bubbles.

We will experiment moving in lots of different ways such as hopping, tip-toeing and jumping.

This term the stories we are reading are:



Mathematics

We will find out about 'big' and 'not big'.

We will start to use maths language to describe size.

We will explore the number three and might count 3 objects.

We will sort objects into different groups of 3 and size.

Understanding the world

We will find out about the different and unusual people in the story 'The Wind Blew'. We will start to match the person and their object for example the letter to the postman.

We will find out about the different noises we hear around our homes and gardens.

Expressive arts and design

We will use resources like bowls and porridge to retell parts of Goldilocks.

We will explore different musical instruments—how we play them and the sounds they make.

We will explore things we can blow, like bubbles and try some bubble painting.

Communication and Language

We will listen to the story with interest and learn songs linked to our story.

We will learn new words from the story like 'big', 'three', 'tired', 'noise', 'blow' and 'up' and use them whilst we are playing.

We will focus on the different volumes, tones and pitch our voices can create such as 'whisper', 'shout', 'loud' and 'quiet'.

Characteristics of effective learning

Playing and exploring

We will show curiosity in different musical instruments.

We will use our senses to explore the wind and talk about how it feels and what it does.

We will take risks and try new activities like making porridge.

Active learning

We will develop our resilience by not giving up when things don't work the way we want them to first time.

We will begin to challenge ourselves to achieve something for ourselves.

Critical thinking

We will find new ways to make things which fly in the wind.

We will decide how we want to approach things and what we want to use.

If this doesn't work so well we will begin to adapt our ideas and try an alternative.

Things to remember

School fund — post your contribution in the box in reception. The envelopes are now on the door to the classroom

Snack—send a piece of fruit each week

Family conferences are coming up week commencing 23rd March!

Things to do at home

Read a story everyday together

Count lots of things—how many fishfingers you have, steps down to nursery, find a counting book in the library or on your book shelf!

Talk about 'big' - who is big and who is not! If they are not big they must be small!

Go out on a windy day and talk about how it feels