



What are Holly Class learning in Term 3?



Personal Social Emotional Development

Jigsaw scheme – Dreams and Goals.
Independence and resilience.
General interactions in class to promote self-regulation, co-regulation, building relationships etc.

Communication and Language

Throughout this term the children will be developing the following skills:
Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how

They will be doing this through an array of opportunities like.....

Learning reviews – partner talk

Story Squares

Oracy skills – questioning techniques, hot seating (interview visitors)

Maths (direct teaching)

Introducing zero

Intro 6,7,8

Comparing numbers up to 8

Composition

Literacy

Phonics – blending to read and segmenting to spell.

Letter formation and writing

CVC words – labels and captions

Fact Files

Labelling

'The Message Centre'

Map drawing

Physical Development

Gross Motor: *Travelling around, under, over and through balancing and climbing equipment.*

Opportunities: Daily use of outside space - children building with large planks, cable reels, tyres etc, Use of the Trim Trail weekly, P.E sessions weekly.

Fine Motor: *Handles tools, objects, construction and malleable materials safely and with increasing control and intention.*

Opportunities: playdough/ clay with various tools and resources, children cutting vegetables in the home corner, junk modelling and using cello tape/ scissors – carrying scissors in a safe way

Loose theme of Houses and Homes: habitats, environment (Global Issues)



Understanding the World

Understanding similarities and differences between different communities – food culture.

Comparing and contrasting environments.

Similarities and differences in environments.

Lunar New Year celebrations

Pancake Day

Mental Health Awareness Day

Expressive Arts and Design

Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

Introduces a storyline or narrative into their play.

Story Square (Helicopter Stories).

Role play deconstruction outside – use of fabrics and other open ended resources – link to Literacy

Large blocks, space role-play

Additional Focus Points:

PE weekly sessions

Access to Forest School

'Local environment' walk