




<p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Original'. Please follow us on X @GCPSReception and Seesaw to continue to see your child's learning.</p> <p>Best wishes Miss Love</p>	<p>What will my child be learning in the Early Years?</p> <p>There are three prime areas of learning: -Communication and Language Development -Personal, Social and Emotional -Development Physical Development.</p> <p>There are four core areas of learning: Literacy, Maths, Understanding the World and Expressive, Arts and Design</p>	<p>In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:</p> <ul style="list-style-type: none"> -Playing and exploring-engagement -Active learning-motivation -Creating and thinking critically-thinking 	
<p>In Personal, Social and Emotional Development we are learning to:</p> <ul style="list-style-type: none"> • Engage in more complex and extended turn taking games. • Know how to read some facial expressions and body language (extending the vocabulary of emotions). • Build strategies to make new friends. • Choose ingredients suited to a healthy snack 	 <p>~never stop asking questions... seek out the answers~</p> <p>The raised hands represent fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt.</p>	<p>In Communication and Language we are learning to:</p> <ul style="list-style-type: none"> • Know some simple rhymes. • Know some repetitive parts of stories and rhymes. • Know that we can change our voices to show a character speaking. • Know some simple connectives such as; next, then, after that, because, so. • Recall and define specialist vocabulary for the half term 	

In **Physical Development** we are learning to:

- Know how to use woodwork tools to cut and join safely and under supervision.
- Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.
- Know how to control small games equipment when transporting, collecting and throwing with developing accuracy and aim.
- Travel across more complex obstacle courses including changes of height.
- Aim a beanbag at a target or to a friend (e.g. hand eye coordination, arm throw).
- Use a tripod or modified tripod grip when writing.

In **Literacy** we are learning to:

- Predict the development of the plot - using own experiences from own knowledge and from stories and books we have listened to.
- Empathise with characters.
- Make links between texts.
- Access simple information books and identify simple nonfiction books (e.g. contents page, facts, photographs).
- Independently know how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation.

In **Maths** we are learning to:

- Understand stable-order principle to count forwards beyond 10.
- Know things can be compared using qualitative comparison of length and height.
- Know that numbers 6, 7, and 8 can be made up of 2 or more numbers.
- Know language of comparison to compare groups of objects beyond 5 (more, less, fewer, equal).
- Know that a set of objects can be identified without the need to count (subitise).
- Narrate the pattern of the week using today, tomorrow, yesterday.
- Know that we combine shapes to make new shapes Identify and name 2d shapes (circle, semi-circle, square, rectangle, triangle, pentagon).

In **Understanding the World** we are learning to:

- Talk about and understand changes in our own lifetime, by creating a personal timeline.
- Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.
- Look at the role of people who help us.

In **Expression Art and Design** we are learning to:

- Know how to twist, wrap and weave with pressure and precision, narrating choices about colour and texture.
- Know how to draw familiar landmarks from memory with increasing accuracy.
- Know how to retell episodes from a known story in role or small world play.
- Change our voices to match the pitch of a song during sections then whole melodies of four line songs.
- Imitate more complex rhythm patterns with tapping instruments.
- Know how to dance with large arm movements using props – ribbon and fabric.