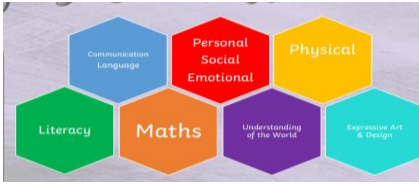




<p>Dear Early Years Parents and Carers,</p> <p>This half term is all about our school value 'Be Original'. Please follow us on twitter @GCPSReception and Seesaw to continue to see your child's learning.</p> <p>Best wishes Ms Leslie</p>	<p>What will my child be learning in the Early Years?</p> <p>There 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 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: Playing and exploring- engagement Active learning-motivation Creating and thinking critically-thinking.</p> 	 <p>Reception</p>
<p>In Personal, Social and Emotional Development we are learning to:</p> <ul style="list-style-type: none"> • Show pride in achievements by showing work to others. Understand behavioural expectations of the setting. • Take pride in themselves, work, and achievements. • Explain right from wrong and try to behave accordingly. • Independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. • Talk about healthy and unhealthy foods. • Consider the listener and takes turns to listen and speak in different contexts. • Identify kindness and considerate behaviour of others. • Seek others to share activities and experiences. 	 <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"> • Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. • Maintain attention, concentrate, and sits quietly during appropriate activities for a short time in the classroom. • Make predictions about what might happen next or story endings in response to texts read. • Engage in non-fiction books. • Link events in a story to their own experiences. • Introduce a storyline into play. • Consider the listener and takes turns to listen and speak in different contexts. • Use talk to pretend objects stand for something else in play. • Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. • Offer explanations for why things happen. • Recount events that happen in their day. 	

<p>In Physical Development we are learning to</p> <ul style="list-style-type: none"> • Understand the difference between toys and tools. • Position feet/legs to hop effectively. • Stack, aligning, balancing with magnetic joints • Join and separate small construction kit components by clicking and twisting. • Use squashing techniques including rolling pins to achieve desired effects. • Cut and turn along outlines. • Travel in different ways with control and coordination. • Hop to travel between 2 fixed points, travelling along an approximately straight route- e.g. hopscotch • Imitates adult drawing to create a simple representation. 	<p>In Literacy we are learning to:</p> <ul style="list-style-type: none"> • Use picture clues to help read a simple text. • Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. • Show understanding of some words and phrases in a story that is read aloud to them. • Express a preference for a book, song or rhyme, from a limited selection. • Play is influenced by experience of books (small world, role play). • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words (red words). • Write - Use appropriate letters for initial sounds. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to use simple conjunctions. • Understand that groups of letters make up a word and a group of words make sentences. • Write the initial sound of a word which may develop to a VC and a CVC words 	<p>In Maths we are learning to:</p> <ul style="list-style-type: none"> • Compare numbers, one quantity can be more than, the same as or fewer than another quantity. • Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. • Develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. • Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. • Build on understanding of full and empty to show half full, nearly full, and nearly empty. • Use our subitising skills to combine objects and see how many altogether. • Make direct comparisons. Using mathematical vocab relating to length - longer, shorter; to height - taller, shorter and to breadth - wider, narrower. • Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen. 	<p>In Understanding the World we are learning to:</p> <ul style="list-style-type: none"> • Visually represent our own day on a simple timeline (correspond with number 7 work, days of the week) • Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations. • Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. • Recognise some environments that are different to the one in which they live e.g., Antarctica. • Use technology and IT equipment to make observations or find information about different locations and places. • Recognise, know, and describe features of different places. Look closely at similarities and differences. <p>In Expression Art and Design we are learning to:</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Do an Artist Study - Yves Klein • Explore artists who use hearts in their art (oil pastels).
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