

## Storytelling 2

### Personal, Social and Emotional Development:

To continue to develop the ability to be able to negotiate to solve problems more independently.

To be able to use strategies such as breathing, sitting in a quiet space or holding objects from our emotions box to calm down more independently.

To be able to describe things that you are good at .

**Communication:** To be able to follow a story without pictures or props.

To understand a range of complex sentence structures including negatives, plurals and tense markers.

To further develop your vocabulary- including words that have been taught recently.

To further develop storylines in play.

To begin to include a range of conjunctions when speaking.

### Physical Development:

To develop use of a controlled tripod pincer grip and to form most letters correctly.

To be able to dress yourself for PE.

To develop your scissor grip to include a supportive index finger.

To be able to use cutlery more independently.

### Literacy:

Embedding Set 1 sounds ng and nk. Embedding Set Two sounds- ay, ee, igh, ow, oo, oo, ar, or, air and introducing ir, ou, oy. Embedding ability to identify vowels and digraphs/trigraphs in words Recapping and introducing common irregular words including your, are, be and no.

Developing skills for reading. Reading CCVC and CVCC words by blending sounds and beginning to read 2 syllable words by 'chunking'.

To begin to apply Set 2 sounds in word writing and be able to write short phrases and sentences.

Include writing in independent learning.

### Mathematics:

To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

To continue to consolidate your understanding of cardinality, working with larger numbers within

To become more familiar with the counting pattern beyond 20.

To explore the composition of odd and even numbers, looking at the 'shape' of these numbers.

To begin to link even numbers to doubles.

To begin to explore the composition of numbers within 10.

To compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

To be able to follow and give directions.

To investigate turning and flipping shapes To use mathematical terms to describe shapes.

To develop an awareness of how shapes can be made up of other shapes.

### Expressive Arts and Design:

To make music in a range of ways and develop a repertoire of songs and dances.

To choose particular movements, instruments/ sounds, colours and materials for your own imaginative purposes.

To act out a narrative as part of a group.

### Understanding the World:

To make observations of animals and plants and explain why some things occur and talk about changes.

Look closely at similarities, differences, patterns and change in nature.

To be able to take a photograph with an ipad.

RE: New Life All Around, Food Glorious Food!

Easter- Meals with Jesus.