

**Physical
Development**

Understanding

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs.

Moving and handling:

Move confidently in a range of ways, safely negotiating space.

Health and self-care:

Shows some understanding and good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Encourage your child to create a habitat or a setting like "superhero den", "princess castle" etc. **Encourage** them to narrate their stories using the props that they have created. Read a variety of stories to them. Let them retell the story in their own words. **Encourage** children to use sequencing words such as: first, last, next, after, all, every etc.in their play. Ask questions based on the story in order to check their understanding.

Allow children thinking time. Wait for them to think about what they want to say and put their thoughts into words, without jumping too soon to say something yourself. **Encourage** them to talk about how they spent the day and all the exciting things that happened.

Engage in a variety of activities where your child can practice moving in different ways and at different speed, balancing, target throwing, rolling, kicking and catching etc.

Discuss with your child about healthy lifestyle, its effect on their body and the positive contribution it can make to their health e.g. healthy and junk food, brushing their teeth twice a day, to exercise daily, early to sleep and early to rise. Plan a good home routine-share it with classmates.



[Healthy Eating](#)
[yoga](#)

Specific Area Literacy

Reading

They use phonic knowledge to decode regular words and read them aloud accurately.
Children read and understand simple sentences.

Stories

The very hungry caterpillar by Eric Carle
Tadpole promise by Jeanne Willis
Recap

Writing:

Attempts to write short sentences in meaningful contexts.

Children use their phonic knowledge to write words in ways which match their spoken sounds.

Encourage your child to make up their own stories looking at picture books or books with simple words and sentences.
Encourage your child to tell you their own stories looking at picture books or books with simple words and sentences.
Encourage children to read books about different topics like “plants, animals, growth, changes etc. **Share** and read new sentences and words. Use phrases that you read in stories in your daily life to expand your child’s vocabulary.

Talk about the life cycle of different animals e.g frog, chicken etc. and ask them to recall the sequence of the cycle on their own emphasising on the vocabulary words as first, then, next and lastly.

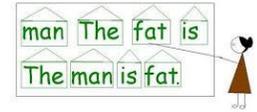
Demonstrate writing so that your child can see spellings in action. Draw and write sentences about life cycle of animals and insects.

Encourage your child to look at a picture and write a sentence about it or write a note to a friend or to mum/dad.

Example: Dear dad, please can we go to the beach on Friday.

Encourage your child to make their own story books by drawing, cutting and sticking of pictures and writing words, simple sentences etc. Make a picture dictionary of animals and insects with their babies.

Encourage your child to attempt writing simple phrases about good health and hygiene.eg I must brush my teeth twice a day. I will wash my hands before eating.

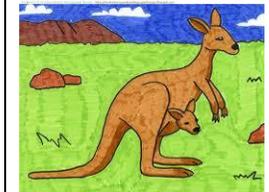


[Reading sentences.](#)

[The very Hungry Caterpillar](#)



[Writing sentences](#)



Mathematics

Jolly Phonics

Introduce letter sounds – v,ng,v, oo,oo,y,z
Blending consonant, vowel, consonant (CVC) words for reading and writing.
Blending consonant, vowel, consonant (CVC) words for reading and writing.
Blending and reading of words in letter and sound book.
High frequency words- by, very, look, said, will, when, why which what ,

Numbers:

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Space, shapes and measures

Orders two items by weight or capacity.

Share and find things with letter sounds “v,ng,v, oo,oo,y,z”

Encourage your child to look at the pictures around the house and write a sentence about it.

Share and teach your child about where they need to use capital and full stops when writing a sentence.

Practice writing High Frequency words by look say, cover, write and check.

Encourage to count on from a given number and to count backwards. E.g. count from 4 to 9 or count back from 6 to 1.

Encourage to count how many eggs in the tray, how many juices in a packet. Read labels to find how many in a packet.

Share and help your child to count objects (fruits, vegetables, toys) and add or subtract 1 or more to a given number.

You may use the staircase to show a starting point and how you arrive to another point when one more is added or subtracted.

Share and add or subtract one or 2 more to a given number using your fingers or objects.

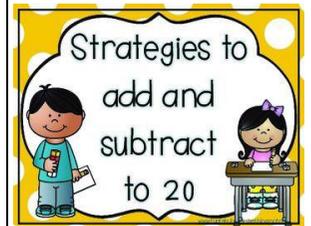
Provide opportunities to compare containers according to their capacity when filled with sand or water and encourage your child to explore and find full, empty, nearly full, nearly fully etc....

Encourage your child to compare the objects which is heavy and light.

Give opportunities to sort items which is and also heavier, heaviest, lighter and lightest.



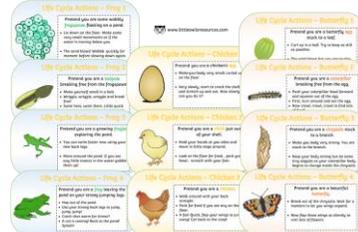
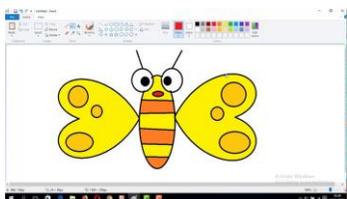
[HF words](#)



[addition](#)
[less than](#)



[heavy and light](#)

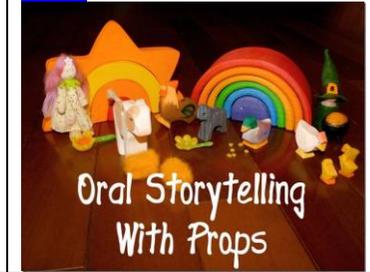
<p>Understanding the World</p>	<p>The world Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Technology Select and use technology for particular purposes.</p> <p>People and communities They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Share and talk about different plants, animals etc. Take them to a garden, zoo etc. to observe the different plants and animals. Ask them to make and record their observations. Let them describe what they see. Ask them questions based on their observations.</p> <p>Talk about and provide opportunities to observe things closely through a variety of means, including magnifiers, watch to record changes over time – watch water kept in freezer turn to ice and vice versa, ice kept outside melts to water over time. Similarly, make jelly – mixing a powder and water, leave in cool temperature– makes to jelly.</p> <p>Encourage your child to notice similarities and differences in the environment.</p> <p>Encourage your child to use “Microsoft Draw” to draw the life cycle of a frog, butterfly etc.</p> <p>Play computer games where your child needs to drag and drop pictures etc.</p> <p>Share a word or a topic from the environment e.g. living and non-living things. Encourage children to talk about their observation and to ask questions e.g. What are non-living things? What happens to a flower? Why does the colour change? Go to a nearest park or play area and ask your child to look carefully and when you come home.</p>	<p>Life cycle</p>    
<p>Expressive Arts and Design</p>	<p>Exploring and using media and materials Constructs with a purpose in mind, using a variety of resources.</p>	<p>Encourage your child to create something from all that they collected and talk and share ideas. e.g. make a photo frame with branches tied up, make a butterfly with leaves etc. (Andy Goldsworthy)</p> <p>Encourage to use toilet roles, empty biscuits packs to make 3D animals, trees, plants, life cycle.</p>	  

Being imaginative

They represent their own ideas, thoughts and feelings through role play and stories.

Encourage your child to use props to act stories and use different vocabulary while acting out like Once upon a time, Long, long ago... lived happily ever after etc.... or one
Encourage your child to use different materials to create a scene set up to develop their projects and ideas being a part of the play and use different materials around the house to dress up and enact the story, pretending to be chose character from the story.

[Enacting the stories using props](#)



Up Coming Events-

Makers Day:

International Mother Language Day:

Mid-term Break

Thursday, 11th February 2021

Thursday, 21st February 2021

Tuesday, 16th to Thursday, 18th February 2021

