



Telling Tales



Personal, Social and Emotional Development

- To take account the ideas of others
- Confident to speak in front of a small group
- To select and use own resources for chosen activities
- To work as part of a class or group, and understand and follow the rules
- To talk about how they and others show feelings

Ways to help at home:

- Encourage your child to select their own resources
- Provide activities that require give and take or sharing for things to be fair
- Talk to your child about times when they feel happy, sad, angry etc and reasons why
- Read and discuss activities in Spring Fever Diary

Communication and Language

- To listen and respond to what they hear with relevant comments, questions or actions
- To join in with familiar rhymes and songs
- To follow a story without pictures or props
- To answer how and why questions in response to stories or events
- To use language to imagine and recreate roles and experiences
- To stick to a theme when talking
- To use past, present and future tenses accurately when talking about events
- To use time connectives such as *first, next, after, then*

Ways to help at home:

- Join in with imaginative play, encouraging your child to talk about what is happening and to act out scenarios in character
- Ask open ended questions
- Re-tell traditional stories e.g Goldilocks, Jack and the Beanstalk, encouraging your child to join in with familiar phrases
- Encourage your child to predict endings to stories and events

Physical Development

- To handle tools safely and with control
- To move confidently in a range of ways
- To form letters correctly
- To show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- To transport and store equipment safely

Ways to help at home:

- Encourage your child to dress independently
- Encourage your child to make up dances to music and join in with action songs
- Practise writing letters using the rhymes to help with formation.
- Encourage your child to notice the changes in their body after exercise – heart beating faster, sweating, shortness of breath

Literacy

- To continue a rhyming string
- To blend sounds to read words
- To increase vocabulary and understanding of new words
- To begin to read simple sentences
- To read tricky words
- To demonstrate understanding when talking with others about what they have read
- To re-tell familiar stories
- To use story language – once upon a time... one day...
- To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- To write own name, and other things such as labels, captions, instructions
- To write short sentences in meaningful contexts
- To leave spaces between my words
- To start my writing with a capital letter
- To use full stops at the end of my writing
- To write common irregular words correctly

Ways to help at home:

- Talk about characters in stories, predict what might happen next
- Continue to practise reading and writing Red Tricky words
- Encourage children to write for different purposes – shopping list, birthday cards, diary
- Share your child's reading book, library

Mathematics

- To count in steps of 2, 5, 10
- To count back from 20
- To read and order numbers beyond 20
- To count by rote beyond 20
- To know number doubles to 10
- To form numbers correctly
- To add and subtract by counting on or back
- To solve problems, including doubling, halving and sharing
- To use language related to length

Ways to help at home:

- Count by rote to 100
- Count back from 20
- Count in different ways – 2's, 5's, 10's, 100's, 1000's!
- Share out sweets, biscuits etc.
- Practise writing numbers – with paint, in the sand
- Record addition and subtraction sums using numbers and or pictures
- Use objects to find doubles and halves of amounts

Understanding the World

- To identify similarities and differences between themselves and others, places, objects, materials and living things
- To talk about past and present events in their own lives and in the lives of family members
- To identify features in the environment
- To make predictions
- To talk about changes and why things happen
- To use simple programs on the computer

Ways to help at home:

- Look at change over time – plants / pets growing
- Talk about changes that happen when cooking. Can they be reversed?
- Plant a seed, keep a diary to show what happens – bring your plant into school
- Look at features in the environment – trees, rivers, buildings etc

<p>book or sentence sheets.</p> <ul style="list-style-type: none"> • Read lots of traditional tales and point out story language... Once upon a time 		
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • To move rhythmically • To create movements in response to music • To explore different instruments, and how sounds can be changed • To construct with a purpose in mind, adapting work and making changes • To create representations of people and objects • To understand that different media can be combined to create new effects • To play co-operatively with others to act out a narrative <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Encourage your child to explore what happens when different media are mixed e.g. sand and paint • Provide opportunities for mixing colours, joining things together • Build a model of e.g a beanstalk, Baby Bear's bed 	<p>Other events this half term:</p> <ul style="list-style-type: none"> • Tuesday 25th April – walk to Hartshill Hayes • Tuesday 2nd May – class photographs • Tuesday 16th May – Reception trip to Ash End Farm (see separate letter) • Week beginning 22nd May – Multi-cultural activities • Friday 26th May - school closes <p>More details to follow nearer the time.</p>	<div style="border: 2px solid red; border-radius: 50%; padding: 20px; text-align: center; color: red;"> <p>Please add any activities that you complete with your child onto Tapestry for us to see.</p> </div>