

### Personal, Social & Emotional Development:

Now that the children are fully settled within the class and have developed relationships with the adults and children in the room, we will be supporting the children to talk about their interests, home life, likes and dislikes more freely. We will be supporting this by close links with parents and carers to share special moments in class. We will be looking at the things that make us special and what we are good at during key group times. The children are well aware and understand the rules and expectations within class and school now, so we will be discussing how to be kind friends and recognising unfriendly and unkind behaviour traits.

### Physical Development:

The children will continue to develop their fine motor skills through using tweezers, scissors, small equipment and taking part in dough disco throughout the week. This will support the children's pencil control as they begin to form recognisable letters or developing a more controlled letter formation.

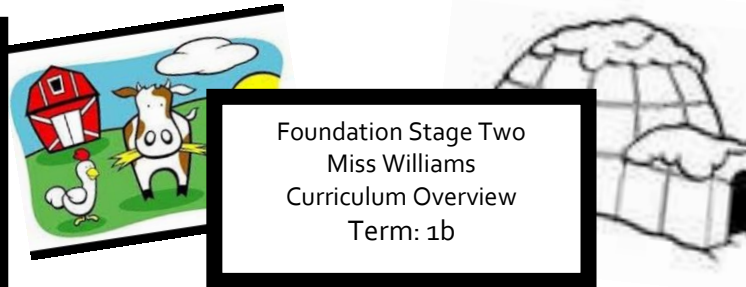
We will be looking at different ways of moving, like some of the animals we will be learning about and how these may differ. The children will be encouraged to develop their gross motor skills in hitting, kicking, throwing and catching objects as we support these skills in spontaneous outdoor play as well as planned physical skill lessons.

### Communication & Language:

This half term we will focus on developing our understanding. We will be encouraging the children to discuss what they have listened to and heard and to make connections between their learning through questioning. The children will be supported to follow instructions to cook and make, as well allowing the children to provide instructions to their peers to support learning. The children will be developing their speaking as they discuss observations in their environment, clips they have seen and books they have read. We will be using complex sentences to discuss our ideas and understanding and use the word 'because' to justify our answers.

### Literacy:

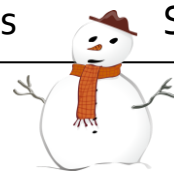
This half term we will be using our phonic skills to read and write words phonetically. The children will be encouraged to read and write a selection of common phase 2 and 3 tricky words. We will be using our topics to write about a range of animals and to describe different settings such as the safari and the Antarctic. We will be reading about different places and animals, and using this new learned knowledge to write within our provision.



Foundation Stage Two  
Miss Williams  
Curriculum Overview  
Term: 1b

Animals

Snow & Ice



### Mathematics:

We will be using our knowledge of number to begin to make sensible estimations and to check by counting using 1:1 correspondence. Using our ten frames we will continue to develop our understanding of more and less by adding and taking away. The children will be introduced to the concept of money in maths and begin to identify different coins and their value. Our ten frame will be used to support the concept of value and amount. We will use 1pence coins to count out different amounts accurately.



### Understanding the World:

Our topics will enable the children to discuss what they know about the world, and they will begin to develop their concept of countries, places and animals. We will be joining in with family customs and routines as we look at festivals and celebrations during Halloween, bonfire night and Christmas. The children will continue to develop their technology skills and begin to interact with hardware to write words, create images and complete games.

### Expressive Arts & Design:

The children will be supported to create for a planned purpose this half term. We will be looking at junk modelling and how we can create a range of representations; animals, vehicles and homes. The children will be supported in using equipment to encourage independent skills in using tools and equipment safely. We will be creating shop experiences in our role play for the children to develop imagination and rehearsal of seen behaviours and roles.

