

Personal, Social, Emotional Development

This half term the children will be introduced to the school values in the following order:

w.b. 4.1.22 – *We follow the rules to keep us happy and safe*

w.b. 10.1.22 - *We respect ourselves, others and our school*

w.b. 17.1.22 - *We can make the right choices*

w.b. 24.1.22 - *We concentrate and listen well*

w.b. 31.1.22 - *We try our best even when it's hard*

w.b. 7.2.22 - *We think about the feelings of others*

Each value matches a colour on the rainbow and will be displayed in class on our giant rainbow display. If a child demonstrates a value they will be given a sticker in that colour.



How to help at home – Talk to your child about each value and what that means for them when at school and at home.

Physical Development

This half term the children will be exploring patterns in their mark making, both large and small. These patterns will be made from left to right and top to bottom, on vertical and horizontal surfaces. We will form these patterns in sand, glitter, foam, with chalk, whiteboard pens etc. For examples of patterns and development of handwriting, see below.

They will also be developing their gross motor skills to aid development of their mark making. There will also be lots of opportunities to strengthen hand and wrist muscles to support the development of pencil grip.



How to help at home – Ensure your child has opportunities to develop their gross motor, especially their shoulder muscles, through climbing, crawling, building on a large scale. Provide large paper/surfaces for mark-making, using different media e.g. chalk, pens, paint etc.

Communication and Language

This half term our key texts will be all about winter and the seasonal changes this season brings. We will focus on the fiction book – Here comes Jack Frost, alongside non-fiction books on winter.



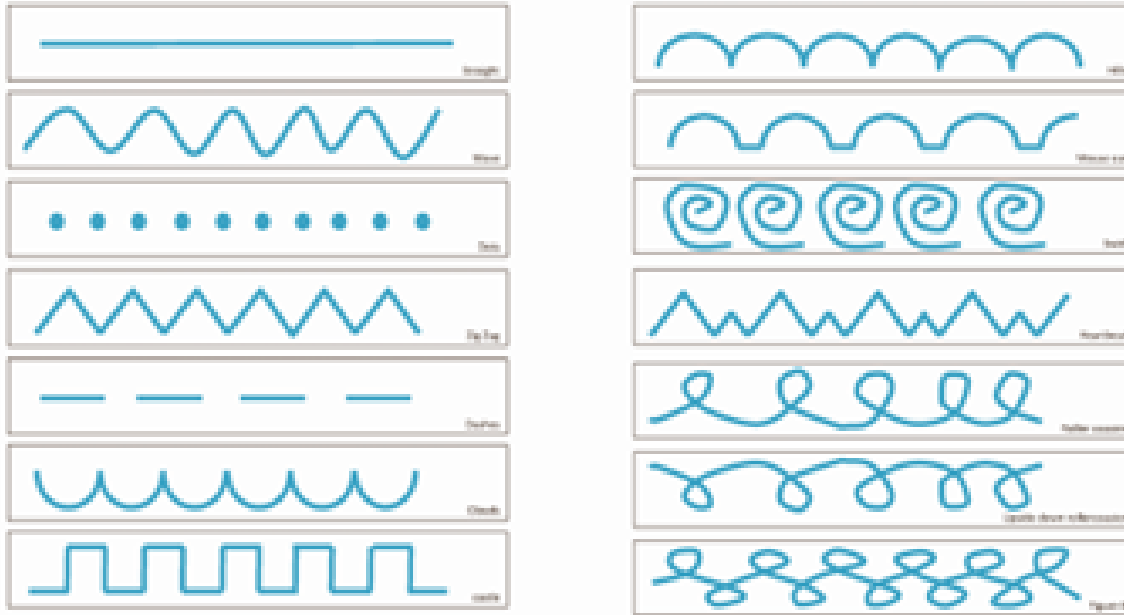
In Phonics we will focus on environmental sounds, instrumental sounds and body percussion. We will focus on sound discrimination and describing the sounds we can hear. During our carpet time sessions we will continue to explore nursery rhymes and rhyming stories.



How to help at home – Read a range of stories to your child, including their favourites and new ones. Play listening games e.g. I hear with my little ear... Model using new and adventurous vocabulary by repeating back what your child says with a new word e.g. 'it's a dog' is modelled back by the adult as – 'yes, it's a huge, hairy dog with very long legs!'

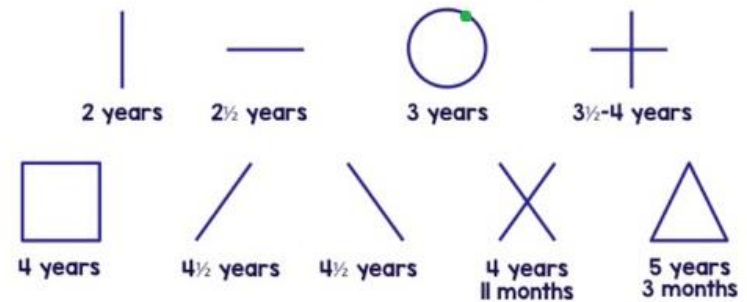


Handwriting patterns



PRE-WRITING SHAPES

Before your child can learn to write, he or she needs to be able to draw these shapes



The circle needs to be formed **anti-clockwise** from the top, to support formation of letters such as a, g, and d. These are just examples of patterns, there are many more useful patterns children may form. The ages against the shapes are a development guide, all children are on their own journey and may draw these shapes earlier or later than suggested.



We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.

