

19<sup>th</sup> February 2024 – 28<sup>th</sup> March 2024

Subject	What is my child learning about at school?
<b>Communication and Language</b>	This term children are developing their listening and questioning skills; listening to stories, accurately anticipating key events, and responding to what they hear with relevant comments, questions or actions. Children will be asking and answering both 'how' and 'why' questions based on their experiences and in response to stories or events.
<b>How to help at home:</b> Discussing your child's day and the activities they have enjoyed, is a great way of developing your child's sentence extension. Exposing your children to new vocabulary and using this regularly in sentences will also extend your child's understanding.	
<b>Literacy</b>	<p><b>Talk for Writing</b></p> <p><b>Sounds-Write (Phonics)</b>            Your child is learning an increasing number of the 44 phonemes that make up the words of the English language. They are continuing to practise their blending and segmenting skills and applying them to 4 and 5 letter words (CVCC, CCVCC, CVCCC) in their reading and writing. For example, pond and twist.</p> <p>The sounds we are revising this term are:</p> <p style="text-align: center;">a i m s t n o p b c g h d e f v k l u j w q r x y z, ff, ll, ss, zz</p> <p>The digraphs (2 letters- 1 sound) we are learning this half term are:</p> <p style="text-align: center;">ck, sh, ch, th</p> <p style="text-align: center;"><i>These 2 letters that represent 1 sound are called digraphs.</i></p> <p>In addition, your child will also begin to build a repertoire of everyday sight words. For this term your child will be introduced to the following everyday words: <b>for, all, my, come, some</b></p> <p><b>Writing – Nelson Handwriting</b>            Your child is continuing to master the 'Perfect Pencil Grip' and to form their sounds correctly. All writing will be completed on lines. The focus for your child's writing this half term will be using finger spaces consistently and independently we will also be focusing on the use of full stops. Your child will be writing in their own handwriting book to focus on the formation of each letter in isolation.</p>
<b>How to help at home:</b> <b>Reading:</b> Please continue to read with your child regularly, will support their phonic knowledge and build a broad and rich vocabulary, which will support their reading comprehension. Before starting a book, you could ask your child to predict what is going to happen and then compare this what really happens. Try to close the book after they have finished reading and ask them to tell you the sounds in simple words contained in the text. For example, "Can you tell me the sounds in twist?" Your child should be able to begin to say "t-w-i-s-t." This questioning will support application of sounds to their writing as well. It is also important that your child is comprehending what they are reading. Try asking them questions about the book after they have read it. For example, what was the name of the main character?  <b>Writing:</b> Please help your child to read and write the everyday words we have taught as it is vital that by the end of the year these words can be spelt and read fluently. The everyday words we have taught so far are: <b>I, to, the, a, he, she, was</b> Continue to support your child when they are writing by ensuring that they are forming letters correctly, checking that they are starting in the correct place as well as writing on the line. Encourage your child to practise their Perfect Pencil Grip and write at home using a pencil and tramline paper. For example, your child could practise writing thank you cards, a list of items needed for a family outing or instructions for making a meal.	
<b>Mathematics</b>	During this half term children will continue to consolidate their understanding of cardinality, working with larger numbers within 10 and become more familiar with the counting pattern beyond 20. Your child will explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Beginning to link even numbers to

	<p>doubles and exploring the composition of numbers within 10. Children will compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>
<p><b>How to help at home:</b>          Please use every opportunity to support your child to compare amounts working out which has more. For example, are there more ducks in the bath or boats?           Please use the vocabulary: 'howmanyness' of a number referring to how many things are in a group, because the last number you say tells you how many there are.           Please help your child with rapid recall of doubles up to <math>5+5=10</math> and number bonds up to 7, for example, <i>5 is made of 1 and 4 and 3 and 2. 7 is made of 5 and 2, 6 and 1</i>, you could do this by using cubes, counters, playdough, pasta, pencils and Lego as this will provide your child with visual support.</p>	
<p><b>Knowledge</b></p> <p>Wider Curriculum, Expressive Art and Design, Understanding the World</p>	<p><b>Wider Curriculum:</b>          This term as part of their wider curriculum topic children will become artists. They will explore colour, lines, shapes and dots in order to create and reproduce a range of different art. Excitingly children will visit the Tate Modern giving them the opportunity to experience a real-life gallery and see many different pieces of art up close.           We will be exploring the following artists: Henri Matisse, Jackson Pollock, Piet Mondrian and Henri Rousseau, children will be looking closely at some of their artwork and will have a go at creating their own versions which will then be displayed in the Reception Art Gallery. You will have the opportunity to visit the Reception art gallery towards the end of this term.</p> <p><b>Understanding the World:</b></p> <p><b>Expressive Art and Design:</b>          This term we will be creating different artworks related to our wider Curriculum topic using a variety of media. We will be looking at the effects of combining different media and talking about what we like/dislike about our work and how we could improve on it. Children will be continuing to explore colour and will be encouraged to develop their own ideas through experimentation using a variety of materials including paint, oil pastels and collage.</p>
<p><b>How to help at home:</b>          You could support your child at home by looking online at artwork from the artists listed above talk about it together. You could even visit one of the many free galleries in London such as The National Gallery and Tate Britain and find your favourite piece of Art!</p>	
<p><b>Character</b></p> <p>Personal Social Development, Music, Spanish</p>	<p><b>Character:</b>          Your child is learning about creativity, perseverance, curiosity and optimism and joy. Pupils are reading stories about these character virtues and putting them into practice in the classroom and around the wider school. Your child will be taking part in discussions and activities linked to these virtues.           During your child's Jigsaw session, through the topic of healthy me, the children will look at how to stay healthy, they will discuss differing food groups and learn about the importance of sleep and physical activity.</p> <p><b>Spanish:</b>          This half term your child will be learning about weather and Seasons in Spanish. They will learn the names for the seasons and common weather types such as sunny, windy and rainy, they will play games to ensure fluency and appropriate pronunciation.</p> <p><b>Music:</b>          Your child sings with their class every day. They are continuing to learn a wide variety of new songs linked to our topic. As well as nursery rhymes, for example, Wind the bobbin up and Old MacDonald. They will also explore moving their bodies to rhythm and tempo.</p>
<p><b>How to help at home:</b>  <b>Character:</b>          You can support your child's understanding of these virtues by using the following character rich texts to support your child's learning, we</p>	

recommend:

Perseverance:

'The Little engine that could' By Watty Piper and 'The hare and the tortoise'

Curiosity:

'The cow who climbed a tree' By Gemma Merino and 'The Snail and the Whale' By Julia Donaldson

Creativity

'Dog loves drawing' By Louise Yates and 'The magic Paintbrush' By Julia Donaldson

**Music:**

Please support your child's learning by singing with them and listening to a variety of different music genres at home and nursery rhymes.

**Spanish:**

To support your child further with their learning you could sing along to the following song on YouTube <https://youtu.be/6sVqqDHjrYI>

**Physical Development**

P.E. is taught every Wednesday, and your child should come to school in their P.E. kit ready for the session. In PE this term, the children will be

**How to help at home:**

Please ensure your child eats a healthy, balanced diet and arrives at school having eaten a nutritious breakfast. Details of our breakfast club are available from the School Office.

Ensure they have the opportunity to take part in different physical activities such as catching and throwing balls or climbing at the park. You can further support your child's understanding of their own body by talking about changes that they notice after exercising, for example, feeling hot, sweaty, thirsty or 'out of breath'.

**General reminder** – Please ensure that your child has a waterproof coat in school every day so that they can play outside come rain or shine. As we know, the weather in England can change very rapidly! All blazers, coats and PE kits must be clearly named.