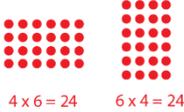
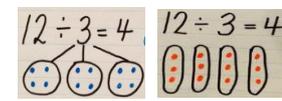


Subject	What is my child learning about at school?
English	<p>Title: Traction Man Your child is learning to retell the adventures of Fred and the Ferocious Dragon. The story is about a poor child who is warned to beware of the ferocious dragon. They will engage in lots of drama activities to help them to get in role as both the boy and dragon. Once they have generated lots of exciting ideas they will create stories with a large focus on engaging the audience using taught features such as interesting sentence openers e.g. Unbelievably... It may shock you to discover that... We will also focus on persuasive writing on how to capture a dragon or how to persuade the boy to beware of the cavernous cave.</p> <p>As well as composition, we will focus on grammar; commas in a list, contractions (can't, don't, wouldn't etc), apostrophes for possession e.g. Kate's dog as well as the suffixes -less (harmless) and -ful (hopeful)</p>
	<p>You can support your child by encouraging them to engage in drama activities by bringing it to life by acting out what the character might say. You can also ask them questions about our text and encourage them to retell the story. During homework sessions, it may be useful to remind your child that they have been learning about interesting sentence openers so that they can vary the way they start their sentences e.g. Remarkably... Surprisingly... Smiling happily, Lucy skipped down stairs.</p>
Writing	<p>Nelson Handwriting Your child is continuing to write with their 'Perfect Pencil Grip' and 'Posture for Writing'. All children are beginning to join their Nelson handwriting. As previously stated, all letters should be joined, except for g, j, p, q, y and z.</p> 
	<p>You can support your child by ensuring that they sit properly on their chair with their feet on the floor, facing the table with a pencil in their writing hand and their other hand on their work. Free writing is a good way of practising the joins but please support your child so they are learning good habits. Encourage and model to your child how to frequently read through their work and edit as they go.</p>
Reading	<p>Sounds-Write (Phonics) Your child is continuing to practise their skills of:</p> <ul style="list-style-type: none"> • Splitting polysyllabic words into their syllables (e.g. hand/bag, wind/mill, syll/a/bles) • Reading polysyllabic words with fluency and applying them in writing. • Further consolidation and practise of sound/spelling correspondences. For example: j, dge, ge, g. <p>During the Spring term we will be focusing on answering questions about a text using the skills of inference and deduction. Inference can be defined as an interpretation that goes beyond the literal information given. Deduction is when you make a judgement about something based on the information you have. E.g. A child may read "A man was standing in the doorway. He looked out and shook his head." The following question could be "Can you explain why he shook his head?"</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>I think he shook his head because it was raining and he was disappointed that he couldn't go outside.</p> </div>
	<p>Please ask your child questions once they have read their texts. Here are some examples of questions that will support inference and deduction:</p> <ul style="list-style-type: none"> • What words make you think that? Why? • How do you feel about.....? Why? • Can you explain why.....? • At the end of the story the main character is feeling..... Does this surprise you? • What does this tell you about what.....was thinking? • Do you think this is true/untrue? Why do you think this?

<p>Mathematics</p>	<p>Maths No Problem</p> <p>Your child is exploring the concepts of multiplication, division and fractions as well as revisiting previous learning on addition and subtraction. We explore all maths learning in a realistic context. E.g. Multiplication: I have 4 boxes with 6 apples in each box. How many apples do I have in total? Division: Twelve children split into 3 equal groups. How many children are in each group?</p> <p>Arrays for multiplication  Drawings to show division </p> <p>$4 \times 6 = 24$ $6 \times 4 = 24$</p> <p>$4 \times 7 = 28$ so $7 \times 4 = 28$</p> <p>Once the children have a good understanding in these areas, we will challenge them in more abstract contexts. E.g. John says that 15 divided by 3 is greater than a quarter of 24. Is he correct?</p>
	<p>In addition to practising addition, subtraction, multiplication and division, you could present mathematics in real life contexts linked to time, money and measurement. E.g. Practise telling the time at every available opportunity and encourage your child to start wearing a watch. When preparing to leave the house ask your child the time and then when you arrive somewhere encourage them to say how long it has taken. Regarding money, encourage your child to count the money in their piggybank. Can they make piles and count in 2s, 5s, 10s and 20s? When at the shops encourage them to count out the correct money to pay or work out how much change they will have. In relation to measurement, baking is excellent! Find a recipe and tell your child that you need to make double the recipe and you need their help. E.g. 120g flour but you need double so $12 + 12 = 24$ so $120 + 120 = 240$g of flour needed. Use the scales, find 240 and measure carefully.</p>
<p>Core Knowledge</p>	<p>This half term we will be learning about the human body including our skeleton, muscles, digestive system, nervous system and our organs. We will discuss how we must take care of our bodies through a balance diet and exercise. In Geography we are learning about Northern Europe, we are exploring the physical and human features of the 5 countries of Northern Europe, often known as, Scandinavia. This term we will have a focus on Religious Education learning about Hinduism.</p> <p>You could support at home by researching Northern Europe with your child. Perhaps you could go to the library and collect some non-fiction books to share with them.</p>
<p>Character</p>	<p>Your child is learning about Fairness. We will explore real life contexts that the children might find themselves in and how we could approach these situations. We will teach the virtue of Fairness through drama and role play, discussion and stories.</p> <p>You can support your child by discussing Fairness with them. Ask them how they have displayed Fairness and what their perception of it is. Discuss the opposite – something that is unfair.</p> <p>We will be continuing to encourage and model independence so that the children are able to begin taking responsibility for themselves and their actions. We will be developing this as part of our classroom routine. You can support through small reminders and encouraging children to begin doing increasingly more things for themselves at home.</p>
<p>Music</p>	<p>Your child sings with their class every day, as well as during music lessons, where they are learning to sing rounds, and to clap out rhythms and beats. This half term we will learning about Jazz by listening to jazz, recognise the roots of jazz, and understand that they improvise. We will be listening to Louis Armstrong as a great early jazz musician.</p> <p>You can support your child by providing your child with the opportunity to listen to Jazz music. Discuss how the music makes you feel and why.</p>
<p>P.E. and Dance</p>	<p>Your child will be focusing this term on increasing their range of basic gymnastic skills and body management skills. They will generate simple movements in jumping, balancing and rolling and progress into creating routines. Your child will also be opened to the environment of handstands and headstands.</p> <p>Please ensure your child has correct PE kit in school every Tuesday and Thursday. Before coming to school, please ensure your child eats a nutritious breakfast to prepare them for the day ahead.</p>