

Subject	What is my child learning about at school?
<p>Communication and Language</p>	<p>We will be continuing to use the ShREC approach throughout choosing time when interacting with the children. We will introduce new words that link to our wider curriculum and will encourage the children to use them in their own sentences throughout the day.</p> <p>We will be focusing on vocabulary linked to parties and celebrations, learning words the following words: invitation, presents, celebrate as well as naming different party food (jelly, sandwiches, cake). Children will also be exposed to vocabulary that will develop their questioning skills such as how, why, where. We will be developing the children’s understanding of emotions, focussing on words such as happy, sad, excited, frustrated, this will help the children to identify and label their feelings/emotions.</p>
<p>How to help at home: You may wish to discuss with your child the different celebrations you celebrate as a family, using photographs from past celebrations such as birthdays, Christmas, Eid, will help your child to remember. To help develop your child’s understanding of the different events you may celebrate as family, you could use words such as why, how and where. . .</p>	
<p>Literacy</p>	<p>This term we will focus on the rhyme 1,2 buckle my shoe. The children will be reciting this rhyme and creating actions to help us remember how to recite the song in order. Alongside this we will be looking at the following texts: ‘The Earth Book’ by Todd Parr, ‘Maisy’s Birthday’ By Lucy Cousins, ‘Going up!’ By Sherry Lee and ‘I want two birthdays by Tony Ross. These texts will link with our enquiry questions: ‘<i>Why, how and where do we celebrate birthdays?</i>’</p> <p>We will be ending this half term by celebrating all that we have learnt by hosting a Nightingale Class birthday Party which will be co-planned by your children.</p>
<p>How to help at home: Please spend time looking at books and stories that have a range of different celebrations in for example books that refer to birthdays or religious celebrations, whilst exploring these stories ask you child to look at what is being celebrated. Looking at photos of past celebrations or discuss future celebrations you may have as a family and what you might do to celebrate.</p>	
<p>Mathematics</p>	<p>This term we will continue to explore the five principles of counting, as part of this learning children will be exposed names, number rhymes and verbally counting to 5 in sequence. We will be exploring shapes and spatial relationships which will include learning shape names and positional language e.g. in, on, under, next to, between, behind etc.</p>
<p>How to help at home: Please continue to show your children how maths is all around us. This can be as simple as counting how many red cars they can see or how many toys they have. Playing games such as hide and seek or treasure hunt inspired games will help your child to develop their understanding of positional language, for example ‘I found you, you are hiding ‘next to’ the chair.’</p>	
<p>Knowledge</p> <p>Expressive Art and Design, Understanding the World</p>	<p>Wider Curriculum: All pupils across the school will focus on ‘How are cultures expressed around the world?’ Nightingale will be exploring this through the enquiry question: Why, how and where do we celebrate Birthdays? Your children will learn about why do celebrate birthdays, why we only have one birthday. We will be discovering the different ways people celebrate birthdays, on how we can celebrate them and things we might need/ or can do to celebrate. Children will also explore some of the different venues and places people can celebrate.</p>

How to help at home:

At home with your children, you can look through old photos of when your child was a baby to help you discuss why we celebrate birthdays as it was the day they were born on. If your child has attended celebrations before, encourage them to think about where these celebrations took place and key themes from these celebrations for example, cake, balloons etc.

Character

Personal Social Development, Music, and Zones of Regulation

Your child will be learning about the following character virtues: fairness, honesty and self-control and dignity. We will do this by reading stories about these character virtues, putting them into practise in the classroom and around the wider school and by taking part in discussions and activities linked to these virtues.
In Jigsaw your child will be focusing on ‘changing me’ where we will discuss our bodies, growing up, fun and fear and celebrations. Children will be looking back on their year in Nightingale class and discussing their hopes, wishes and worries for next year.

How to help at home:

At home with your child, you can practice self-control and dignity through, mindfulness activities (blowing bubbles, nature exploring) or yoga.
You might wish to explore the virtue of fairness when playing with your child, focussing on sharing and turn taking or when dishing out food look at who has more is it fair?
You could explore the virtue of honesty by looking at the stories including: ‘Finn’s Little Fibs’ by Tom Percival.

Physical Development

We will be continuing to prepare for sports day, in preparation to show you all of your child’s achievements in PE this year. This will include a variety of activities involving obstacle courses, balancing, throwing, and catching, moving our bodies in a range of movement and spatial awareness. This will help to support and embed what we have learnt throughout the school year.
Children will be practicing their coordination skills and spatial awareness skill through playing football.
Within the classroom we will continue to develop your children’s fine and gross motor skills in a variety of ways including practicing our pencil control, pencil grip, threading, negotiating space safely and demonstrating strength, balance and coordination when playing.

How to help at home:

When at the park you could support your children to be aware of and alert them to possible danger, while recognising and encouraging their sense of exploration and risk taking.
You might wish to create obstacle courses enabling your child to both practice spatial awareness and develop their understanding of how to move around obstacles safely.