

Subject	What is my child learning about at school?
<p><b>Communication and Language</b></p>	<p>This term we will be focusing on joining in with repeated refrains and anticipating key events. To do this we will be making 'silly mistakes' when reading traditional tales so that children can help correct us. We will also be encouraging pupils to follow two step instructions such as "Can you collect the yellow pencil and bring it to me".</p> <p>Some vocabulary that we will be using within our wider curriculum are: transport, travel, destination, map, London, taxi, notice, engine, horn, wheels, features, windscreen wipers</p>
<p><b>How to help at home:</b>                      A great way to encourage your child to join in with stories is to stop mid-sentence during a text that they know well. Children will often finish the sentence independently!</p>	
<p><b>Literacy</b></p>	<p>Your child is learning to retell a story using a <b>Confident Voice</b>. A Confident Voice means that when they are speaking, they are heard clearly by their audience. The story that we will be using this term is <b>The Three Little Pigs</b> We will begin by retelling this story as a class using actions with our bodies. The children will work towards retelling the story individually and independently. Your child will also learn about the structure of a story (beginning, middle and end) and make predictions about what might happen next within the story.</p> <p>This term we will be continuing with our pre reading and writing learning. We will also be introducing our phonics scheme, Sounds Write, to the children. We will be working on the sounds:</p> <p style="text-align: center;">a i m s t o n e f d</p> <p>Your child will be learning to recognise and write initial sounds. We will be learning blending and segmenting skills which will support them as they move on to reading and writing independently.</p>
<p><b>How to help at home:</b>                      Please read with your child every day. This will support their phonic knowledge and build a broad and rich vocabulary, which will support their reading comprehension.</p>	
<p><b>Mathematics</b></p>	<p>Your child will be looking at the number 3, they will be recognising the amounts and the different representations. We will also begin to compare quantities using simple language: 'more than' and 'fewer than' independently within play. Pupils will be learning to use some positional language to talk about where objects are. Positional words that they will use are in front, in, on, under, between, behind and next to. We will use everyday vocabulary to describe and compare measurements in size, weight, capacity and time.</p>
<p><b>How to help at home:</b>                      To help your child with number recognition, you can practice counting small amounts using 1:1 finger correspondence, e.g. stones that you collect on a walk, small world animals or pieces of pasta. Using positional language to describe where objects are will also help with understanding. E.g "The bear is sat under table. Can you move him so he is sat on top?"</p>	
<p><b>Knowledge</b></p> <p>Expressive Art and Design,                      Understanding the World</p>	<p>Wider Curriculum:                      All pupils across the school will focus on the enquiry question: "What impact has engineering had on the lives of humans? Seacole's project will explore journeys and how we travel using different modes of transport, we will be investigating how wheels help vehicles move and how they are engineered.</p> <p>Within this project your child will create their own vehicle using a range of junk modelling materials.</p>
<p><b>How to help at home:</b>                      When out and about with your child, try and point out structures that you see. Pose questions that encourage your child to think about how they were made. E.g "Look at that bridge! I wonder how it stays up over the water?"</p>	
<p><b>Character</b></p>	<p>This term we will be continuing to use the zones of regulation, to identify our emotions and regulate our feelings. Your child is starting to put their emotions into the colour zones. Such as:</p>

## Seacole Class, Spring 1

Personal Social Development, Music, Spanish and Zones of Regulation	<p>I feel happy I'm in the green zone, I feel excited I'm in the yellow zone, I feel tired I'm in the blue zone and I feel angry I'm in the red zone. These are examples of the types of feelings that are in the coloured zones.</p> <p><b>Jigsaw</b> We will also be looking at the topic of 'Dreams and Goals'. This will be taught through the wonderful programme designed by 'Jigsaw'. As part of this topic, we will be looking at staying motivated when doing something challenging, keep trying even when it is difficult, how to work well in a group, helping others and how to have a positive attitude.</p> <p>The character values that we will be looking at are self-control, love and kindness and bravery.</p> <p><b>Spanish</b> This half term we will be learning the names of transport in Spanish along with acting out various ways in which the different vehicles move, we will be playing a range of stop and start games encouraging the children to use the vocabulary that they have learnt to engage with their peers and adults.</p>
<p><b>How to help at home:</b> As your child is learning about the importance of trying and not giving up, model how this can be tricky for everyone, but it is important not to give up.</p>	
<b>Physical Development</b>	<p>In PE with Mrs Hearn, we will be looking at how our bodies can make a range of movement/motions and will be dancing to music from around the world.</p> <p>The children will be moving their bodies to different styles of music and rhythms.</p>
<p><b>How to help at home:</b> Please ensure your child eats a healthy balanced diet and arrives at school having eaten a nutritious breakfast or lunch. Details of our breakfast club are available from the school Office. Please support your children to wash their hands thoroughly and frequently and discuss the importance of this.</p>	