Floreat Wandsworth

Seacole Class, Spring 2

23rd February 2026 – 27th March 2026

Subject	What is my child learning about at school?
Communication and Language	This term we will be focusing on recognizing rhythm in spoken words, songs, poems and rhymes. We will be listening to stories with rhyming words and matching words together that rhyme. We will also be encouraging pupils to use a range of tenses when they speak about the present and past experiences. For example, I'm playing or I played with. Show & Tell will play a big role this half term, having specified dates for each child to have a go. Show and tell is the practice of showing something to an audience and describing it to them, usually a toy or other children's-oriented item. Children learn to communicate their feelings and establish emotional connections with others by narrating a tale that holds personal significance for them. In our Wider Curriculum sessions, we will be focusing on specific c=vocabulary and we will be using some key sentences to support our learning, these will be: Project 1 – Spring signs: Vocabulary: weather, spring, warm, cool, rain, sunny, windy Stem sentences: In spring the weather is… / I have noticed it is…. Project 2 – What is a dot painting? Vocabulary: Art, artist, artwork, grip, push, mark, canvas, tool, colour, mixing, same, different, change, inspired, similar, different, same, middle, dots, colours, animals, random, dots, colours, dab, likes/dislikes, spin, gallery, Stem sentences: Vashti feels excited because… / She is in the _____, She is feeling __ because __ / I notice that the dots are _____ (bigger) / The ___ is (colour)/ I can see a… / I like…/ The pictures are the same because…. The pictures are different because… / My picture will have…
How to help at home: You could sing rhyming songs and get your child to listen for the words that rhyme. Some songs are 'Jack and Jill' and 'Humpty Dumpty'. Also, when your child is speaking about an event that has happened and they say 'I runned' correct them with the sentence 'I ran'.	
Literacy	**Talk 4 Writing** Your child is learning to use their confident voice to retell stories using a 'Talk for Writing' (T4W) approach. The story that we will be learning this term is Elmer by David McKee. We will begin with a hook activity as usual, to create some intrigue and catch the children's interest. This will continue with the first week Home Learning sent home, which will be linked to the main character in the story, the elephant. We will follow by applying the three-step process of the T4W methodology— Imitation, Innovation, and Invention— aimed to build confident writers by first internalizing stories orally. Children will learn the story through actions and story maps (Imitation), then they will create new versions (Innovation), and finally they will have a go at producing independent work (Invention). During this process, children will become aware of the structure of a story (beginning, middle and end) and make predictions about what might happen next within the story to then exercise their imagination and creativity, changing it and making up new stories. **Sounds-Write (Phonics)** Your child is learning to identify and sound phonics as well and write the graphemes which represent them. They are also learning to segment and blend the sounds together in CVC words. For example, sat, pin, cat, dog, tap, run, sun. We will practise these skills during sounds lessons every day, using symbol search and symbol swap activities. These experiences will support your child when applying this knowledge in their independent reading and writing. We will be focusing on the following sounds: a i m s t n o p b c g h d e

How to help at home:
Please continue to read with your child every day and support them to read simple 3 sound words such as 'jug' by saying the sounds and blending them together. Close the book after they have finished reading and ask them to tell you the sounds in some of the simple words contained in the text. For example, "Can you tell me the sounds in dog ?" Your child should be able to begin to say the individual sounds as "d-o-g." This questioning will support them to apply their sounds to their writing as well. Also, please continue to read to your child regularly (fiction and non-fiction texts). This will support their phonic knowledge and help them build a broad and rich vocabulary. When you are reading with your child, please ensure that you ask questions related to the text to continue to develop your child's comprehension skills.

Mathematics	This term the children will be consolidating their knowledge of numbers 1-5. They will be exploring different representations and using stem sentences to explain their thinking. For example, "I can see 3 and 2. That makes 5." We will also be looking at repeating patterns and focusing on naming the unit of repeat. The children will develop this by making linear ABC patterns. For example, leaf, stone, stick.

How to help at home:
Please continue to expose your children to number songs as this helps children to put numbers in order. Please also point out patterns that you see in the world around you. For example, "Look at the stripes on the bee, I can see black and yellow, black, and yellow. That repeats."

Knowledge Wider Curriculum, Expressive Art and Design, Understanding the World	We will start this term with a short project related to the Spring season. We will be talking about the Spring signs which can be perceived in the environment which indicate the new season it's coming. Exploring this topic few weeks before the season comes, will provide them with a knowledge-beforehand which will support a bigger awareness and a more meaningful understanding of the changes they will see around. For the rest of the term, All pupils across the school will focus on the enquiry question "How has art represented aspects of our lives?" Seacole's project will investigate how everyone can be artist, how art can be created using different tools and how colours can be changed by mixing them together. This will be supported by their learning in the Spanish lessons, focused on colours. We will explore art created by Almas Woodsey Thomas and look at how we can replicate it using dots. Finally, we will look at how art makes us feel and whether we all feel the same way- remembering it's okay to be different. Enquiry Questions will we try to answer: 1. Who can be an artist? 2. What can I use to make a dot? 3. Do colours stay the same? 4. How have indigenous Australians used dots to create pictures? or How did Alma Woodsey Thomas use dots to create pictures? 5. How can I use what I have learnt to be an artist?

How to help at home: You could mix the primary colours red, blue, yellow to see what other colours you can make. You can use paints or food colouring to do this. As we are artists, you can use natural resources from indoors and outdoors to make sticking or painting pictures.

Character Personal Social Emotional Development Music	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. These are the types of feelings that are in the coloured zones which your child is familiar with: Zone colours: Blue- sad/tired, Green- happy/ focus, Yellow- silly/ excited, Red- angry, scared. This term we will explore and add new emotions to each zone and as a novelty, we will be doing small group learning, to explore and talk about different emotions to build up tools for the children to help them identify, understand and self-regulate strong feelings. The **Character** values that we will be looking at are Perseverance and Bravery. In our **Jigsaw** lessons, we will be focusing on the topic of 'Healthy Me'. We will be exploring which foods are good for our bodies and which we should eat in moderation. We will observe how our bodies change after exercise and how exercise can make us feel better. **Music:** Your child sings with their class every day for enjoyment and to reinforce their learning. We

Spanish Zones of Regulation	will be continuing our learning of instrument families (string, brass, percussion, woodwind) as well as exploring beat, rhythm, tempo (fast and slow) and dynamics (loud and soft). Your child will also be using instruments to add sound effects to a story. We will listen to the different sounds that instruments make and discuss how they sound and what types of things they could represent in our story. **Spanish** This half term we will be learning the primary and secondary colours and in Spanish, along with playing 'Find the colour' games and mixing primary colours to see what secondary colours they make and singing songs about colours.
How to help at home: You can take your child food shopping to choose meals, fruits or vegetables they wouldn't usually eat to encourage healthy eating habits. Talk to your child about how their bodies feel after doing physical activities.	
Physical Development	This term in PE we will be focusing on football, your child will be learning to control and move around while controlling a ball, kick it, navigate space, pass, aim etc. We will continue to work on your children's fine and gross motor skills both in and out of the classroom. Children will be given lots of opportunities to be outdoors and use different equipment freely as a choice within discovery (choosing) time, on top of the usual playground times. In our continuous provision, fine motor skills proposals will increase its difficulty by setting challenge activities such as cutting with scissors or 'Tap, tap, art' (making designs on cork boards using the wooden hammers, tacks and shapes). We will carry on working on children's autonomy, focusing on tasks which require more precision such as zipping coats up.
How to help at home: Encourage your child with dressing routines, focussing on outer wear. Such as putting their shoes on the right feet and zipping their coats up independently. You could also use climbing equipment in your local parks or playgrounds to get your child to climb to a range of heights.	