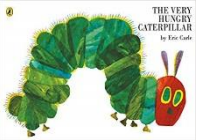


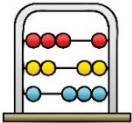







Every day your child enjoys a broad range of different subjects and learning experiences. We follow a similar timetable every day, so that we can embed our classroom routines and master skills that are important within subjects, such as English and Maths.

8:30-9:10am	Morning Meeting and Sounds
9:10-10:00am	Choosing Time
10:00-10:20am	Break Time
10:20-10:30am	Snack and Story
10:35-11:00am	Maths or Talk for Writing*
11:00-11:30am	AM students: Knowledge or Character and Milk Time. FT students washing hands
11:30-1:00pm	Family Dining/ Break Time (PM students: Afternoon Meeting and Sounds 12:30-12:50pm)
1:00-1:20pm	Maths or Talk for Writing*
1:20-3:00pm	Choosing Time
2:00-2:15pm	PM Snack and Story Time
3:00-3:25pm	Knowledge or Character*
3:25-3:30pm	Reflection and Milk Time

\*Alternated throughout a two week period to ensure AM and PM students have equal sessions of Talk for Writing and Maths Meeting.

Subject	What is my child learning about at school?
<b>English Literature</b> <i>Talk 4 Writing</i> 	<p>Your child is learning to use their confident voice to retell stories using a 'Talk for Writing' approach. The story that we will be learning this term is <i>The Very Hungry Caterpillar</i> by Eric Carle. We will begin by retelling this story as a class using actions with our bodies. The children will work towards retelling the story independently, using props and story maps. Your child will continue learning about the structure of a story (beginning, middle and end) and make predictions about what might happen next within the story. We are also starting to write simple sentences about the story with a particular focus on finger spaces between words.</p>
<b>Reading</b> <i>Sounds-Write (Phonics)</i> 	<p>Your child is 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 word builders, symbol search and symbol swap activities. These experiences will support your child when applying this knowledge in their independent reading and writing.</p> <p>We will be focusing on revising all of the sounds previously learnt this year as well as the following sounds:</p> <p style="text-align: center;">k l r u j w z</p>
<b>Writing</b> <i>Nelson Handwriting</i> 	<p>Your child is continuing to practise their fine motor skills, 'Perfect Pencil Grip' and forming their sounds correctly using the Nelson handwriting scheme. A real focus this term will be ensuring that the children know how to write on a line.</p>
<b>Mathematics</b> <i>Maths No Problem</i> 	<p>Each day the children will continue taking part in a Maths Meeting where they will revise and be consolidating concepts, such as numbers from 0-15, addition, subtraction, size, shape, positional language and patterns. We will also continue learning to write the numerals 0-15 and recognise the numerals and value of numbers to 20. We will be using language associated with size, shape and measurement with links to our Core Knowledge topic, 'Minibeasts'. For example, counting the legs on a spider, making patterns and repeating patterns similar to patterns seen on insects and comparing the size, length or shape of various minibeasts.</p>
<b>Core Knowledge</b> Science, History, Geography, Technology and RE	<p>Our unit this term is 'Minibeasts'. Your child will be learning about different types of minibeasts, their life cycles and their habitats. We will look at some of the features of the different types of minibeasts, for example, how many legs do they have? How do they move around? We will also be spending lots of time outdoors observing the bug hotel, going on bug hunts in the garden and helping to care for the environment, such as watering the plants, using our compost to feed the worms and providing feed for the birds.</p>
<b>Character</b> 	<p>This term your child will be learning about the virtues of <b>honesty</b>, <b>gratitude</b> and <b>creativity</b>. We will do this through stories that relate to these virtues and participation in whole class Circle Times. These opportunities will foster the understanding and everyday practise of these virtues within the classroom and around the wider school community.</p>

<p>Art, Design and Technology</p> 	<p>This term we will be looking closely at Spring paintings by Claude Monet and recreating our own versions of them. There will also be opportunities for your child to use a variety of recyclable materials to create and build their own choice of masterpiece.</p> <p>There will be daily opportunities during choosing time for your child to engage with various forms of technology, such as iPad apps and listening posts.</p>
<p>Music</p> 	<p>Your child sings with their class every day for enjoyment and to reinforce their learning. We 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).</p> <p>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.</p>
<p>P.E.</p> 	<p>This term we will be exploring different ways to move to music. We will be thinking about how the music makes us feel and this can be represented in movement. Towards the end of this term we will be performing our dances to our friends.</p>
<p>Spanish</p> 	<p>In our Spanish learning we will be recapping 'hello' 'thank you' 'stand up' and numbers to 10 in Spanish. Your child will also be learning the primary colours in Spanish.</p>

Subject	How can I support my child's learning at home?
<p>Reading</p>	<p>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, Try to 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.</p>
<p>Writing</p>	<p>It is essential that your child masters forming their sounds correctly. Encourage them to practise their 'Perfect Pencil Grip' and write regularly at home using a pencil and paper. Please continue to encourage your child to write their own name independently. using Nelson handwriting, the correct sound formation and positioning on the line.</p> <p>You can also ask your child to write down CVC words independently by giving them a word, such as hat. Say the word slowly so that they can hear the individual sounds. Allow them to find and copy the sound from a sound sheet if required (see attached sound sheet).</p>
<p>Mathematics</p>	<p>Please continue to practise number recognition (to 20) as well as forming numbers correctly. A number line in the bedroom is a very useful tool!</p> <p>Continue to encourage your child's learning of:</p> <ul style="list-style-type: none"> <li>-Positional language, by asking them the position of an everyday object or item in your home or in the outdoors environment. For example, the ball is <b>on top</b> of the box, the ball is <b>next to</b> the box, the ball is <b>inside</b> the box.</li> <li>-Shape, by noticing and describing the shape of objects you can see within your home, on your journey to/from school or when out shopping.</li> </ul>
<p>Core Knowledge (Geography and Science)</p>	<p>As we are looking at different minibeasts and their features, you could look out for bugs in the garden or at the park. Have discussions about how they look and where they live. You can watch YouTube clips of different minibeasts where you get a close up view of them in their natural surroundings. For example, a spider spinning its web or a caterpillar forming a chrysalis.</p>
<p>Character</p>	<p>As we are focusing on <b>honesty, gratitude and creativity</b> this term, you can help reinforce these virtues in a number of ways each day. Encourage your child to tell the truth and discuss why <b>honesty</b> is important. You may want to highlight things that you are grateful for. You can also encourage <b>creativity</b> at home by providing opportunities for art and craft activities, baking, painting or constructing models with various materials, such as blocks or lego.</p>
<p>Art, Design and Technology</p>	<p>Encourage your child to continue to explore using and combining a range of media that you have at home (for example, paint, tissue paper, leaves, pencils) to create artworks. Encourage your child to describe their artwork, explaining why they chose certain colours or materials. You may also like to design a 'shoe-box scene' of a minibeast habitat by using junk modelling materials.</p>
<p>Music</p>	<p>Sing songs every day at home with your child and listen to different types of music. You can also clap or tap out simple rhythms and get your child to repeat them back to you. Explore instrument families with your child by viewing and listening to a variety of instruments on YouTube. You can discuss with your child whether the music is fast, slow, loud or soft.</p>

