

Maths	Phonics	English
<p>Following on from the previous success with the NCETM Mastering Number project we will continue to use this scheme to plan our maths.</p> <p><b>Composition</b> Focus on the composition of 7 Use the Hungarian number pattern and the rekenrek to find all the ways that 7 can be composed Focus on the composition of 9 Focus on 3-by-3 grid and the rekenrek to find all the ways that 9 can be composed Recap odd and even numbers by looking at their 'shape' Explore how odd numbers can be composed of 1 odd part and 1 even part, and even numbers can be composed of 2 odd parts or 2 even parts Explore the concept of part-part-whole, seeing that numbers can be partitioned into parts Use the language of 'whole', 'split' and 'part' alongside the part-partwhole diagram Continue to explore how numbers can be partitioned Introduce systematic approach to partitioning Represent ways to partition numbers in a 'number house'</p> <p><b>Shape, space and measure - time</b> Measures short periods of time in simple ways such as count sleeps to important events and discuss the number of sleeps getting smaller. Use yesterday and tomorrow correctly. Say/sign the days of the week. Say/sign the months of the year. Say/sign the seasons. Measure time in standard units of measurements (hours, minutes, seconds).</p>	<p>We will continue to use Little Wandle to develop our phonics, using the skills we learn in our reading and writing. We appreciate your support with home reading. <b>Phase 5</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkeyGrow the code: /oo/ u ew ue u-e ui oo oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p><b>Tricky words</b> any many again who whole where two school call different thought through friend work</p>	<p><b>Power of Reading /Talk for Writing</b> Read traditional tales from the book 'Yummy' by Lucy Cousins and compare these to other versions. Act out using puppets and small world characters. Create story maps. Change story maps to include their own ideas. Learn to recognise and write capital letters. Write sentences remembering a capital letter at the start of the sentence and a full stop at the end. Write sentences putting finger spaces between words. Write stories with the support of sentence starters. Start to use adjectives in their writing. Hot seat characters in the story. Write character and settings descriptions.</p>
	Science	Art
	<p><b>Let's investigate - skills focus</b> I can explore and actively participate in the natural environment and seasonal invitations to play such as leaves, ice in a water tray and respond to these, communicating what I see/experience. I can observe and communicate about things associated with each season e.g. blossom, falling leaves, sunshine... I am able to communicate some ideas linked to the season in which I am in and am able to simply describe the weather. I can understand the effect of changing seasons on the natural world around me. I am able to communicate what I need for the weather that day (coat/hat/boots) I know the names of the four seasons. I can observe and describe the weather associated with each season and suggest clothing suitable for each season. I can communicate what happens to trees during each season.</p>	<p><b>Printing</b> (experiment with shape and pattern, look at repeated patterns and different materials to make texture. Use a variety of printing blocks and explore the effect making their own blocks has on shape and texture). Vocabulary - colour, shape, printmaking, printing, woodcut, relief printing, pattern, texture, inking rollers, shape, block printing ink, polystyrene printing tiles. Create patterns and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail Able to demonstrate a range of techniques e.g. rolling, pressing, stamping and rubbing Beginning to be able to create simple printing blocks for relief printing - string, card, etc</p>
Understanding The World	<p style="text-align: center;"><b>Spring 1</b> <b>Let's get lost in a book</b></p>	Computing and music
<p>Can travel confidently around the school and begin to describe/show to others where things are - e.g., 'the climbing frame is next to the field.' Recognise land and water on a map/atlas/globe. Can draw information from a simple map. Can describe location and understand that compass points can be used to show direction. Name and locate the four countries of the UK. Knows key places in the UK and can locate them on a map (the four countries) Aware that there are different countries in the world and with support can communicate some of the differences they have experienced or seen via various media (e.g., photos, videos). Can understand and compare</p>		<p><b>Art, Sound and Animation</b> Use a simple paint programme with increasing control to create a desired effect Use different tools (brushes and pens) in a paint package Find letters on a keyboard (on screen or separate) Enter text using keyboard using the spacebar and return keys Insert images, text and sound into a clicker book with support Use sound buttons to record questions. Film short scenes</p>

<p>some similarities and differences with other countries. - Can recognise that some environments are different to the one in which they live. Compare environments: e.g. school/home, urban/rural Compare and contrast countries: the UK and another country.</p>		
<p>Forest School and PSHE</p>	<p>Life Skills</p>	<p>P.E.</p>
<p><b>Forest School</b>          Within our forest school sessions this half term we will be linking our activities back to different areas of the curriculum for some fantastic cross curricular learning. We will be continuing to learn how to stay safe in and around the forest and fires.</p> <p><b>Please can we remind you to help your child dress appropriately for the weather conditions on the day for Forest school as we will be going out in all weathers and conditions.</b></p> <p><b>PSHE</b>          PSHE this half term is all about getting ourselves organised. As a class we will be working on hanging our coats up on our own pegs at different times during the day, making sure our school bags are in the correct place and organising our belongings at the beginning and end of the day.          We will also be learning how to look after ourselves by making sure we eat healthy food and get enough exercise and sleep.</p>	<p><b>Life skills</b>          The focus for life skills this half term is time.          We will continue to work with the children on table manners and using a knife, forks and spoons at meal times and making sure they have clean faces when they leave the table.</p> <p><b>Music</b>          The children will be exploring, describing and creating sound stories as part of the music curriculum.</p>	<p>We will continue with our OT sessions with Marco.</p> <p>It is our turn to go swimming. We will be swimming every Tuesday morning all the way through until Easter.</p> <p><b>Please can you send your child into school wearing their swimming costume under their school uniform so that it is easier for them to get changed at the pool.</b></p>