

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>Composition Continue to explore systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving</p> <p>Number facts and arithmetic Practise applying knowledge of '1 more than' and '1 less than' a number in relation to odd/ even numbers Connect this to 'first, then, now' stories Explore the effect of adding or subtracting 2 to odd/ even numbers Apply to 'first, then, now' stories Apply knowledge of composition of even numbers to subtract from 6, 8 and 10, for both the partitioning and reduction structures of subtraction Apply knowledge of composition of odd numbers to subtract from 5, 7 and 9, for both the partitioning and reduction structures of subtraction</p> <p>Shape, space and measure - pattern Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Using formal language such as 'pointy', 'spotty', 'blobs', etc. Notice patterns and arrange things in patterns. Copy and continue ABAB patterns. Continue, copy and create an AAB pattern. Notice and correct an error in a repeating pattern.</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.</p> <p>Phase 5 /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al floor walk author dinosaur /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Tricky words once laugh father because eye</p>	<p>Power of Reading / Talk for Writing Read and discuss the traditional tale 'The three little pigs.' 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. Retell story using small world characters. Retell stories by dressing up and acting. Hot seat characters in the story. Write character descriptions. Create story maps. Change story maps to include their own ideas.</p>
	<p style="text-align: center;">Science</p> <p>Materials I can explore collections of materials with similar and/or different properties. I am able to begin to simply describe materials from a choice of two adjectives. I can explore how objects can be manipulated I am able to name some familiar objects and I am using objects in my play with purpose. I am learning to sort and can sort objects into two groups (i.e. by colour) I can identify and group the uses of everyday materials I can explain how the shape of objects can be made, I am able to identify and name everyday materials and can distinguish between an object and the material it is made from I am able to compare the suitability of different everyday materials for particular uses I can describe and compare the properties of everyday materials and begin to solve problems involving materials, using trial and error. For example finding out a material that could keep a teddy dry in the rain. I am learning to make simple observations</p>	<p style="text-align: center;">Art</p> <p>Drawing (using different materials e.g. pencil, wax, pastels, chalk, felt tips) vocabulary - portrait, self-portrait, line drawing, detail, landscape, cityscape, building pastels, line, bold, size, space, light, dark, tone, shadow, pattern, texture, form, shape, outline Able to draw a recognisable face with eyes, nose, ears and mouth Understand how to draw different lines - spirals, zigzags, wavy and how artists use these Begin to make observational drawings Colour in pictures with an awareness of colour</p>
Understanding The World	<p>Spring 2</p> <p>How can we help the planet?</p>	Computing
<p>Respect and care for our planet. Weather and climate change. The continents and oceans of the world Begins to understand respect for the environment and all living things. Can describe and compare different types of weather .Can describe the features of an environment -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 draw information from a simple map. Can recognise some similarities and</p>		<p>Keeping Safe Online/Online Relationships Give examples of how we (might) use technology to communicate with people we know. Explain some risks of communicating online with others we don't know well. Identify how to speak/communicate to a trusted adult if something happens that makes us feel sad, worried, or frightened Describe some reasons for keeping personal information private. Know that they should always ask an adult before accessing technology.</p>

<p>differences between life in this country and others. Can recognise that some environments are different to the one in which they live.</p>		<p>Can talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us. Each child will have a go at making a poster about online safety to help others.</p>
<p>PSHE and life skills</p>	<p>Music, cooking and Forest School</p>	<p>P.E.</p>
<p>PSHE PHSE this half term will be all about the small changes that we can make to help make the environment that we live in to be a better place for ourselves and for future generations. Children will be encouraged to turn off lights, use recycling bins, pick up litter, not waste materials and food, where possible when we are out and about in the community we will be either walking or using public transport, all things that can help save our planet. We will of course continue to talk about personal safety, hygiene, and growing up</p> <p>Community To enable the children to have full and varied experiences this half term with the children being given the opportunities to get out and about in our local community going swimming, horse riding, visiting the library and going to Holly Lodge.</p>	<p>Music Music this half term is all about pitch. We will be exploring high and low sounds and how different instruments can make different sounds but also how we can make different pitches with just our bodies, voices and everyday items.</p> <p>Forest School Children will be observing seasonal changes. <i>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.</i></p>	<p>Marco will continue with his OT sessions. Kelly will continue with her yoga sessions.</p> <p>Move energetically: running, jumping, hopping, bilateral coordination, developing balance, agility and coordination</p> <p>This half term we will be continuing our weekly swimming lessons. To aid this we would love it if you could encourage your child to put their face in the water at bath time and also when they are in the shower.</p> <p><i>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.</i></p>