

24<sup>th</sup> February 2025 – 4<sup>th</sup> April 2025

Subject	What is my child learning about at school?
<b>Communication and Language</b>	<p>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.</p>
<p><b>How to help at home:</b> 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'.</p>	
<b>Literacy</b>	<p><b>Talk 4 Writing</b> 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 Elmer by David McKee. 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> <p><b>Sounds-Write(Phonics)</b> 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 style="text-align: center;">We will be focusing on the following sounds:</p> <p style="text-align: center;">a i m s t n o p b c g h d e</p>
<p><b>How to help at home:</b> 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.</p>	
<b>Mathematics</b>	<p>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.</p>
<p><b>How to help at home:</b> 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."</p>	
<b>Knowledge</b>  Expressive Art and Design, Understanding the World	<p>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.</p> <p>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</p>

	<p>way- remembering it's ok to be different.</p>
<p><b>How to help at home:</b> 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.</p>	
<p><b>Character</b></p> <p>Personal Social Development, Music, Spanish and Zones of Regulation</p>	<p>All pupils across the school will be using the zones of regulation. The zone of regulation is about the different emotions we feel. Your child will learn about the different colour zones of regulation and what they are. Each day we will look at a different colour zone using flash cards to see what emotion is linked to which colour.</p> <p>Zone colours: <b>Blue-sad</b>, <b>Green-Happy</b>, <b>Yellow-Silly</b>, <b>Red-Angry</b></p> <p>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.</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). 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><b>Spanish</b></p> <p>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.</p>
<p><b>How to help at home:</b> 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.</p>	
<p><b>Physical Development</b></p>	<p>This term in PE we will be focusing on Gymnastics. We will be learning how to safely perform a forward roll, correctly and safely use the apparatus and to walk along the balancing beam at different heights confidently. We will also be learning how to jump from different heights using the climbing horse.</p>
<p><b>How to help at home:</b> 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.</p>	