

Term Four	TOYS!
	In this topic, we will be exploring how toys have changed over time by looking at our own toys, our parent's toys and grandparents' toys. Across the term, we will be exploring and evaluating a range of wheeled toys with a focus on finding out how they move. We will then use our understanding of wheels and axels to design, construct and evaluate our very own wheeled vehicle. Throughout this topic, we will build upon our knowledge of materials and start to use our knowledge of their simple properties to suggest the suitability of materials for a specific purpose.


VALUE OF THE TERM:	CURIOSITY
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PLAY PROJECTS:	CONSTRUCT COMPOSE CALCULATE CREATE
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PE DAY:	FRIDAY
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LIBRARY & READING BOOK CHANGE:	MONDAY
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This terms topic begins with a 'sparkling start', which will let us immerse ourselves in the topic. Our learning concludes with a 'fantastic finish' which allows us to showcase our learning.

 SPARKLING START:	BRING A TOY TO SCHOOL
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 FANTASTIC FINISH:	TOY MUSEUM
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FREQUENTLY ASKED QUESTIONS	
<p><u>Where can I find my child's handwriting log-in?</u></p> <p>At school, we follow 'Letter-join' handwriting scheme. If you wish to practice letter formation or tricky words at home, you can find your child's handwriting log-in in the rear of their yellow reading record.</p> <p style="text-align: center;"></p> <p>We request that you only use your child's year group log-in as this is tailored to match our learning at school.</p>	<p><u>When should I read with my child?</u></p> <p>Reading at home can have a huge impact on children's progress, as well as encouraging them to read for pleasure.</p> <p>Children should read to you as many times as possible.</p> <p>Please don't forget to read to your child their library book or a book from home as this is a great way to discuss new vocabulary and develop a pleasure for reading.</p> <p>When your child reads to you, don't forget to sign in your child's reading record.</p> <p>We thank you for your support.</p>

Learn Together

In Learn Together, we will be exploring the theme of 'family'.

We will be learning:

- about people who care for us and the roles these different people play in our lives.
- what it means to be a family and how families are different.
- about the importance of telling someone - and how to tell them - if they are worried about something in their family.
- identify times when families come together.
- engage in discussion around the joy and wonder of new life e.g. siblings, animals, pets, plants.

This term will focus on the following rights:



ARTICLE 2: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

ARTICLE 29: You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Mathematics

Below is an outline of the concepts learnt in mathematics this term. These may be altered where necessary.

Place Value (within 50)

- To count forwards and backwards within 50.
- To understand the 'tens' and 'ones' structure of numbers.
- To compare numbers.
- To order numbers.
- To count by making groups of tens.
- To partition into 'tens' and 'ones'.
- To add and subtract by partitioning into tens and ones.
- To order on a number line.
- To estimate on a number line.

Length & Height

- To compare lengths and heights.
- To measure length using non-standard units (objects).
- To measure length in centimetres.

Your child could use the White Rose 1-minute application to practice number facts at home: <https://whiterosemaths.com/1-minute-maths>

Number Sense

In our daily Number Sense sessions, we will be focussing on using our 'Five and A Bit' hands to solve related addition and subtraction calculations.

Five and A Bit Hands				
6	7	8	9	10

For example :

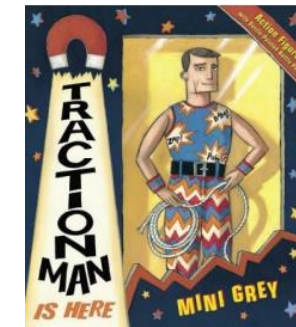
8 shown as 5 fingers and 3 fingers helps us to solve:

$$5 + 3 = 8 \quad 3 + 5 = 8 \quad 8 - 3 = 5 \quad 8 - 5 = 3.$$

Note: When we use 'Five and A Bit' hands, we should be able to subitise (instantly see) the answers rather than count the total fingers.

English

Across the term, we will be looking at our focus text 'Traction Man' by Mini Grey. This book explores the imagination of a young child who takes their new action figure on exciting adventures where real life objects are turned into evil villains causing imminent disaster for the world. We will be writing our own sequels and hopefully Traction Man can really save the day!



Our focuses in writing this term will be on:


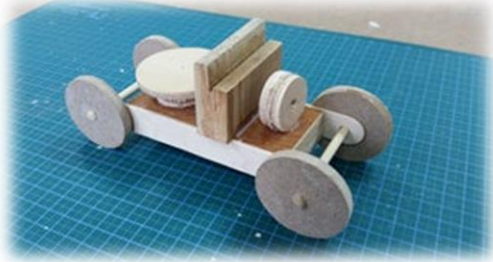

		abc	ABC ✓
letter formation.	positioning our letters on the line.	using correctly sized letters.	saying our words aloud to check for any missing sounds.
using 'and' to join our ideas and sentences.	using adjectives	using present tense.	reading our work with a focus on editing and improving our work.

Alongside these, we will be aiming to write for more sustained periods producing a series of sentences that begin to consistently include capital letters, full stops and finger spaces. We will also continue to explore using alternative 'phase five' graphemes to spell with increasing accuracy.

We will also be aiming to spell the following tricky words* correctly:







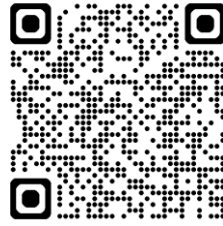







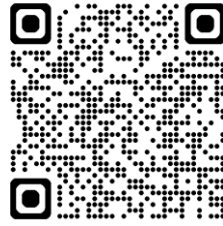

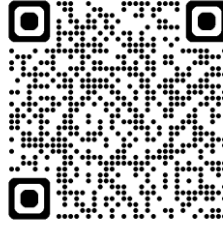






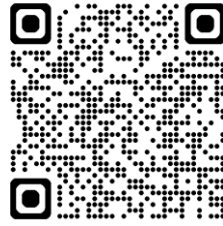





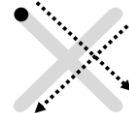

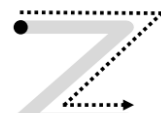





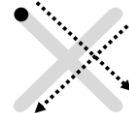

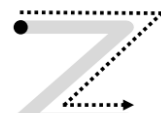





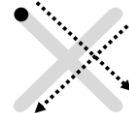

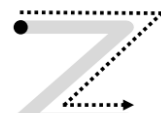

again, any, ask, call, could, different, friend, many,
Mr, Mrs, people, school, should, their, two, water,
want, who, whole, work, would

*please note that tricky words cannot be sounded out and must be remembered.

Art - Sculpture	Computing - Digital Painting	History - How have toys changed?
<p>In Art, we will begin to consider what sculpture can be. We will explore the work of other sculptors whilst taking a playful and inventive approach to making our own sculptures.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use their hands to make small sculptures out of lots of different materials. • manipulate materials by bending, twisting, folding, cutting and fastening. • use their hands to make sculptures without designing first; seeing what happens if... • share and discuss their work and the work of well-known sculptors including Christo & Jeanne-Claude, Faith Bebbington, Caitlind Brown & Wayne Garrett. 	<p>Computing, we will begin to explore a variety of tools that can be used to produce digital paintings. We will be using the free website 'PaintZ' to curate digital paintings. You can visit this website via the link below or by scanning this QR code:</p>  <p>Visit PaintZ</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • identify, describe and use a range of shape and line tools. • curate a digital painting independently. • compare paintings produced on a computer with those produced on paper. 	<p>In History, we will be learning about changes within living memory (over the last eighty years). We will be develop our awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after and ordering toys on a simple timeline.</p> <p>We will be carefully looking at historical sources (clues) to answer the following questions:</p> <ul style="list-style-type: none"> • What are our toys like today? • What are other people's toys like? • How can we tell these toys are old? • What sorts of toys did our grandparents play with? How do we know? • Who played with these toys in the past and how do we know? • Which toys would we put in a toy museum?
<p>Science - Everyday Materials: Suitability & Purpose</p> <p>In Science, we will continue to explore everyday materials and begin to consider their suitability for a range of purposes from roofs, walls and windows.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made. • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • describe the simple physical properties of a variety of everyday materials. • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Design Technology - Mechanisms: Wheels and Axels</p> <p>In D&T, we will be exploring mechanisms with a focus on wheels and axles.</p>  <p>Your children will be learning to;</p> <ul style="list-style-type: none"> • explore and evaluate a range of wheeled products. • distinguish between fixed and freely moving axles. • explore and use wheels, axles and axle holders to design, make and evaluate a moving toy. 	<p>Music - The Magical Toybox</p> <p>In Music, we will learn about two new instruments; the djembe and dunun. We will learn to play body percussion, keeping in time to a steady beat.</p>  <p>Song One: Ji Kuna Instruments: Meet the Instruments</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • sing songs with increased vocal control, responding to visual directions and counting in. • understand basic musical structures (rhythm, pulse, pitch, timbre and texture). • think critically about music we have heard. • develop and expand their understanding of rhythmic notation. • play classroom percussion musically and explore how music is created, produced and communicated.
Physical Education - Ball Skills & Counter Balance		
<p>Coordination: Ball Skills</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • roll a ball along the floor around their body using one hand and their fingertips. • roll a ball up and down their body using both their hands whilst seated and whilst standing. 	<p>Counter Balance: With a Partner</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • lean backwards (holding hands) with a partner whilst seated. • lean backwards (holding one hand) with a partner whilst seated. • hold a balance with a partner whilst standing, 	

Supporting your child at home

Below you will find some optional ways to support your child at home:

Mathematics	Phonics & Reading																
<p>At school we are learning about our 'Five and A Bit' hands. We will be using these to solve related addition and subtraction calculations. Below are some simple activities you could complete at home to support this.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> <p><u>Match my fingers</u></p> <ol style="list-style-type: none"> Hold out between six and ten fingers using 'Five and A Bit' hands (seen above). Ask your child to copy the pattern with their hands. Ask them, "How many fingers are you showing?" Summarise your fingers but saying "We are showing ___ fingers. ___ on this hand and ___ on this hand." <p><u>Shout the number!</u></p> <ol style="list-style-type: none"> On the count of 3, both you and your child show between six and ten fingers using your 'Five and A Bit' hands (shown above). Have you shown the same amount as each other? If so, the first to shout the number you've both shown gets a point. Each time you match, talk about the number you have shown by saying "We are showing ___ fingers. ___ on this hand and ___ on this hand." <p><u>White Rose 1-Minute Maths</u></p> <p>White Rose provides a '1-Minute Maths' application that can be used to practise addition and subtraction number facts at home. You can download this application scanning these QR codes or via: https://whiterosemaths.com/1-minute-maths</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Scan to download 1-Minute Maths</td> <td style="text-align: center;">Maths with Michael</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">  </td> <td></td> </tr> </table>	6	7	8	9	10						Scan to download 1-Minute Maths	Maths with Michael					<p>You can use the link or scan the QR code below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds.</p> <p style="text-align: center;">For parents Letters and Sounds (littlewandlelettersandsounds.org.uk)</p> <div style="text-align: center;">  </div> <p>Your child should read their Little Wandle book to you at least 3 times a week. The more your child reads the more fluent they will become. Please remember to record this in their yellow reading record.</p>
6	7	8	9	10													
																	
Scan to download 1-Minute Maths	Maths with Michael																
																	
																	
	Handwriting																
	<p>This term we are going to focus on some of our 'zig zag letters'.</p> <table style="width: 100%;"> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  "Start on the dot, slope down, then slope up" </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  "Start on the dot, slope down, slope up, slope down, then slope down." </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  "Start on the dot, a short slope down, lift your pencil, short slope down the other way" </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  "Start on the dot, a short line across, slope down, then back along the bottom" </td> </tr> </table> <p>You child could practice their handwriting using their pupil log-in to Letter Join. Their class login can be found in the back of their child's yellow reading record. This application could be used to practice letter formation or tricky words.</p>		 "Start on the dot, slope down, then slope up"		 "Start on the dot, slope down, slope up, slope down, then slope down."		 "Start on the dot, a short slope down, lift your pencil, short slope down the other way"		 "Start on the dot, a short line across, slope down, then back along the bottom"								
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