

Term Two	Exciting Explorers!
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VALUE OF THE TERM:	RESPECT
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PLAY PROJECTS:	CONSTRUCT COMPOSE CALCULATE CREATE
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PE DAY:	FRIDAY
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READING BOOK CHANGE:	MONDAY
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Who will greet your child? (subject to change)

	Monday	Tuesday	Wednesday	Thursday	Friday
Olive Otter	DROP OFF: Tom PICK UP: Tom	DROP OFF: Tom PICK UP: Tom	DROP OFF: Tom PICK UP: Lorna	DROP OFF: Tom PICK UP: Tom	DROP OFF: Tom PICK UP: Tom

	Monday	Tuesday	Wednesday	Thursday	Friday
Otto Otter	DROP OFF: Lorna PICK UP: Lorna	DROP OFF: Lorna PICK UP: Tom	DROP OFF: Lorna PICK UP: Lorna	DROP OFF: Lorna PICK UP: Tom	DROP OFF: Lorna PICK UP: Lorna



Learn Together

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

We will be learning to:

- demonstrate an understanding of feelings (sadness, happiness, anger, excitement) and identify these in stories, scenarios and ourselves.
- understand that all feelings are a normal part of human life and that feelings are transient not permanent.
- recognise that feelings can affect how people behave and articulate how we might respond when feelings become overwhelming.

This term will focus on the following rights:



ARTICLE 12: You have the right to be listened to and taken seriously.

ARTICLE 14: You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

ARTICLE 29: You have the right to 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 intended progression of learning in mathematics this term. It may be altered where necessary.

2-D Shape

Week 1:

- To recognise 2-D shapes.
- To recognise and name these 2-D shapes; circle, square, rectangle and triangle.

3-D Shape

Week 2:

- To recognise 3-D shapes.
- To recognise and name these 3-D shapes; cylinder, cuboid, pyramid, cone, sphere, cube.

Addition and Subtraction

Week 3:

- To use a part-whole model.
- To write addition number sentences.

Week 4:

- To recognise that addition is commutative.
- To add more.
- To solve addition word problems.

Week 5:

- To find a part.
- To write subtraction number sentences.

Week 6:

- To subtract by crossing out.
- To solve subtraction word problems.

Week 7:

- To add on a number line.
- To subtract on a number line.

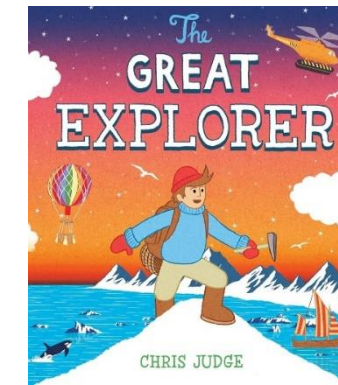
NumberSense

In our daily NumberSense sessions, we will be focussing on:

- Making and breaking 7 e.g. $7 - 6 = 1$ or $1 + 6 = 7$.
- Making and breaking 8 e.g. $8 - 4 = 4$ or $4 + 4 = 8$
- Making and breaking 9 e.g. $9 - 5 = 4$ or $5 + 4 = 9$




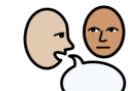
English

Across the term, we will be looking at the focus book 'The Great Explorer' by Chris Judge. The story follows a brave explorer, Tom, who aims is searching for his missing father in the North Pole. We will discover if he manages to overcome the treacherous terrain and rescue his father.



Initially, we will use this text as an inspiration to produce postcards in the role of Tom and his father. We will conclude the term by planning and retelling the story making sure we have a clear beginning, middle and end.

Our focuses in writing this term will be on:

 Lowercase letter formation	 Listening and using sounds to help us spell.	 Using a sound mat to support our spelling.	 Saying our sentence aloud to check it makes sense.
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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 begin to explore using learnt alternative spellings to spell with greater accuracy.

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

all by come have here
like little my pure sure
there they today was what
when we you once

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

















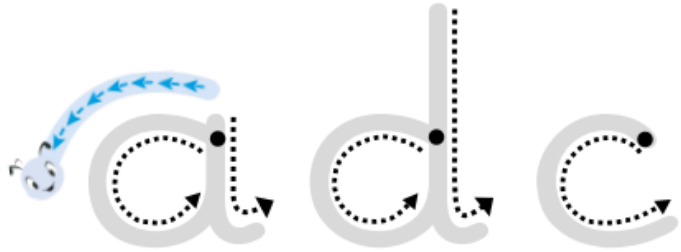


<p style="text-align: center;">Art - Print Making</p> <p>In art, we will explore 'our world' and begin to develop an understanding of the concepts of print making.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • make simple prints using their hands. • explore the school environment and take rubbings of the textures they find. • create printing plates by pushing objects into plasticine, cutting shapes out of foam board or drawing lines into foam board. • use the plates they have made to create symmetrical or sequenced prints. 	<p style="text-align: center;">Geography - World Geography</p> <p>In geography we will be exploring our world's seven continents. We will then be exploring through our study of explorers in history.</p>  <p>We will be using simple compass directions to describe the location of the seven continents; North, South, East and West. To help us remember these we will be using the mnemonic 'Naughty Elephants Spray Water'.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the seven continents (North America, South America, Europe, Africa, Asia, Antarctica and Australasia) • order the seven continents from smallest to largest and largest to smallest. • describe the difference between an ocean and sea. • describe the difference between a country and a continent. 	<p style="text-align: center;">History - Explorers: Ibn Battuta</p> <p>In History, we will be learning about a significant individual who helped contribute to international achievements; Ibn Battuta. Although our enquiry will focus around Ibn Battuta, we will also discuss a range of explorers including Ellen McArthur, Amelia Earhart, Laura Dekker, Christopher Columbus and Robert Falcon Scott.</p>  <p>We will be carefully looking at historical sources (clues) to answer the following questions:</p> <ul style="list-style-type: none"> • Who was Ibn Battuta and when did he travel? • Which customs did he experience? • Why was Ibn Battuta significant? • How is Ibn Battuta remembered?
<p style="text-align: center;">Science - Everyday Materials</p> <p>In science we will begin to explore everyday materials. We will begin to describe their simple physical properties and learn how to compare and group materials based on these.</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. <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p style="text-align: center;">Music - The Magical Toybox</p> <p>In music, we will continue to look at a range of instruments and their families (harp, flute and bassoon). We will also sing songs together that feature these instruments.</p>  <p>Song One: Making Friends Song Two: Let's Get Ready Instruments: Meet the Instruments</p> <p>Your child will be learning;</p> <ul style="list-style-type: none"> • to sing songs with increased vocal control, responding to visual directions and counting in. • to understand basic musical structures (rhythm, pulse, pitch, timbre and texture). • to think critically about music we have heard. • to develop and expand their understanding of rhythmic notation. • to play classroom percussion musically and explore how music is created, produced and communicated. 	<p style="text-align: center;">Physical Education - Coordination & Static Balance</p> <p style="text-align: center;">Dynamic Balance to Agility: Jumping and Landing</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • jump forwards and backwards on two feet, bending their knees as they land. • jump from side to side, keeping their feet a shoulder width apart. • jump with varying speeds, starting slowly and speeding up. • jump and turn in a given direction, keeping their heads upright. • jump from two feet to one foot, keeping their balance as they land. <p style="text-align: center;">Static Balance: Seated</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • sit down and hold a balance, keeping their head upright and still. • hold a seated balance for 10 seconds. • move an object from one side of their body to the other whilst maintaining a seated balance.
<p style="text-align: center;">Religious Education - Belief Systems</p> <p>In Religious Education, we will continue to explore two belief systems: Christianity & Islam. We will be exploring celebrations, books, places, objects and symbols which are special to Christians and Muslims.</p>	<p style="text-align: center;">Computing - Technology Around Us</p> <p>In computing, we will develop an understanding of technology and how it can help us. We will become more familiar with the different components of a computer. Across the term, we will develop our keyboard and mouse skills, and also start to consider how to use technology responsibly.</p>	



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 the numbers 5, 6, 7, 8 and 9. We are learning the different ways that these numbers can be made up from smaller numbers. Below are some simple activities you could complete at home to support this.</p> <p><u>Finding numbers in everyday life</u> Look out for opportunities to make each of our focus numbers in everyday life. Perhaps your child has a box set of 7 books that you are reading together. "We have read 5 of them now. We still have 2 more to read." You could also look out for opportunities to put things in sevens; even if you don't have to! You could cut up snacks in 7 pieces and talk about how many are left e.g. "You had 7 grapes, you have eaten 2, you have 5 left."</p> <p><u>Simon Says</u> You could play 'Simon Says' with 7 actions each time (folding arms, patting head, blinking, hopping) When you say "Simon says jump 8 times", your child follows the instructions. As they do each action, you can count together. But if you just say "Jump 7 times", your child have to remember not to do it. Then give them a turn to give you instructions. Will they catch you out?</p> <p><u>Find me!</u> Choose 7 items and hide them around a room. Your child needs to find each and bring them to you. Each time they bring one, discuss how many are left e.g. "You found 3 now, 4 more to go!"</p> <p><u>White Rose 1-Minute Maths</u> 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> <div data-bbox="311 1388 1329 1761" style="border: 1px dashed gray; padding: 5px;"> <p style="text-align: center;">Scan to download 1-Minute Maths Maths with Michael</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">  App Store </td> <td style="width: 33%;">  Google Play </td> <td style="width: 33%;"> Website </td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div>	 App Store	 Google Play	Website				<p>Just like reception, in year one, we follow the Little Wandle phonics programme. Little Wandle have a tailor made section of their website to provide support and information to parents.</p> <p>You can use the link or can 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 data-bbox="2021 695 2234 905" 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>
 App Store	 Google Play	Website					
							
	<div data-bbox="2030 1100 2226 1136" style="text-align: center; background-color: #e0f2f1; padding: 5px;">Handwriting</div> <p>This term we are going to focus on some of our 'curly caterpillar letters'.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="1495 1436 2131 1671" style="text-align: center;">  </div> <div style="text-align: center;"> <p style="color: blue; font-size: 2em;">a</p> <p>"Start on the dot, curve down and around, up, down and hook".</p> <p style="color: blue; font-size: 2em;">d</p> <p>"Start on the dot, curve down and around, up to the top, back down and hook".</p> <p style="color: blue; font-size: 2em;">c</p> <p>"Start on the dot, curve down and around, and hook".</p> </div> </div>						

