5th September 2019

Dear Parents and Carers

Welcome back after the summer break, I hope you all enjoyed some time with your families and dodged the rain showers. Welcome to Iona, Pixie, Cleo, Poppy and Max who join us in EYFS this year.

We are looking forward to a busy start to the new academic year with lots to be getting on with from the very first day.

Enclosed is an overview of the learning we have planned for this term as well as something new for children and families. I have attached a knowledge organiser which is linked to the topic this term. The knowledge organiser contains many of the facts your child needs to learn this term. Please talk to your child about these facts and I am sure they will have a lot of fun telling you what they are learning. We hope that it gives you as a parent/ carer an insight into the sorts of things we are teaching this term.

Children in EYFS have a slightly different knowledge organiser which is also linked to other areas of the EYFS curriculum. Please let me know your thoughts about the knowledge organiser so that it can be put to best use.

Forest School for EYFS children will begin at the start of October and a letter will be coming out about this shortly. I will continue to teach Monday – Thursday, with Mrs Dearsley and Mrs Campbell teaching on Friday. Myself and Mrs Davies will be in school on Friday mornings as part of our designated planning and preparation time.

Swimming for children in Year 2 – Year 6 will begin soon and shall be at our usual time of Friday afternoon for an hours lesson. Children in EYFS and Year 1 will remain in school with Mrs Campbell engaged in music/language lessons. A letter about this will be issued shortly.

**KS1 programme of learning**

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| Year 1 Maths | Number and place value concentrating on reading, writing and understanding place value for numbers to 20 ; use of < and > symbols to compare numbers to 20; ordinal numbers ( first, second, third etc) ; memorising number bonds to 10 ( eg 3 + 7 = 10, 6 + 4 = 10) ; addition and subtraction with numbers to 10 focusing on rapid mental calculation |
| Year 2 Maths | Number and place value for numbers to 100 ; comparing and ordering numbers, rapid recall of 2, 5 and 10 times tables and their related division facts; number bonds to 100 using multiples of 10 ( eg 70 + 30 = 100) ; number bonds to 100 using tens and ones ( eg recall that 46 + 54 = 100) using mental calculation strategies; written column addition and subtraction ; missing number problems eg 35 + ? = 78 or ? – 23 = 54;balanced equations eg 34 + 32 = 20 + ? |
| English | In English this year the children will be made very aware of the English skills they are learning. Each week they will be focusing on learning a new skill before showing their understanding of this skill by including it in a piece of independent writing. Each year group have different skills to master and they are outlined below for each year group.For our independent writing we will be writing to give information; writing instructions; writing character descriptions; writing a narrative based upon Percy the Park Keeper; using persuasive language and writing a script for a weather forecast. |
| Year 1 English skills | * Correct letter formation
* use of finger spaces
* use of capital letters at the start of sentences and full stops at the end of sentences
* use of phase 4 phonics to spell 4, 5 and 6 letter words using the word **and** to write a list ( eg Percy needed a hammer **and** some nails)
* using the conjunction **and**  to join two clauses in a sentence ( eg, It was a windy day **and** Percy decided to check on his animal friends)
* using the conjunction **because**  to link two clauses in a sentence ( We wore our coats because it was cold today.
* Identify proper nouns (names of people and places)
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| Year 2 English skills | * Use of correctly joined handwriting
* Secure use of capital letters and full stops
* Use of expanded noun phrases to describe ( eg The **old, worn out** boots were not as waterproof as I thought.
* Secure use of commas to make a list
* Use of 3 adjectives to describe ( eg The **battered, tatty** and **creaking** door opened out into a magnificent garden.
* Plan and write a story with 5 steps
* Use and, but, because , when , if , to link two clauses in a sentence
* Use question marks to indicate a question
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| Science | We will be learning about the main parts of our body and particularly the names of the major bones in our skeletons. We will then move onto learning about our 5 senses ( sight, hearing, touch, smell and taste). |
| Topic ( Geography) | We will be learning about the location of the UK using globes and atlases; the four countries of the UK and their capital cities; we will also be naming the seas and ocean around the UK. Later in the term we will be exploring seasons and how they occur. We will be looking at how day length varies and how the weather changes with each season. We will be watching weather forecasts and hearing a shipping forecast before creating our own weather forecasts. |
| Music | We will be focusing upon rhythm this term and learning some well known songs. |
| Computing | We will be creating our own power point presentations this term and learning how to add pictures, text and audio clips. |
| Art | We will be learning how to make secondary colours from primary colours as well as developing our printing skills and observing the work by William Morris |
| RE | Mrs Dearsley will be looking at the common links between Christianity, Islam, Judaism, Hinduism and the Budhist faith/ |
| PE | Mr Peters will be developing core skills as well as team building skills |
| Swimming | Year 2 will be swimming this term and next term where they will be developing their stroke technique. Children should aim to swim 5m or more unaided. |
| PSHE | We will be focusing upon what makes our school happy and how we can look after each other. We will also be re-visiting our school rules and routines during the first few weeks of this term. |
| French | EYFS and Year 1 will be engaged in some basic French vocab games and activities with Mrs Campbell while Year 2 are swimming |
| Phonics and Spelling | Daily 20 minute sessions with TA and/or teacher. Year 1 and some Year 2 children will focus on Phase 5 phonics and the rest of the children in Year 2 will work on spelling patterns for Phase 6 Phonics. |
| Guided Reading | Twice weekly reading comprehension sessions with the teacher designed to build the skills necessary to understand how authors write for effect.  |

**Homework :**

**Daily reading** with an adult ( at least 10 minutes per day). Please sign your child’s reading record entry and date it.

**Spelling practice** weekly – please hand in on Thursday each week

**Maths homework** will be issued via the Mathletics Website – your child will have a log in inside the front cover of their reading record. They need to log in and complete the activity set for them each week. Please sit with your child to support them with this homework. If you do not have internet access please come and speak to me.

**Maths Passports** will be issued again at the start of the term and they will be tested in the last week of term. Please practice these skills with your child over the course of the term and please ask me if you are unsure about any of the skills.

**EYFS Curriculum**

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| Personal, Social and Emotional Development (PSED) | We will be ensuring your child feels confident to ask for help if they need it, encourage turn taking and sharing, provide opportunities to grow their self confidence and encourage them to try new activitiesAims : To be confident to ask for help if they need itTo be able to take turns and shareTo play alongside and with their peers happily |
| Listening and attention / Speaking / Understanding ( CLL) | This area is another key focus this term. We encourage children to listen to each other and to staff and they receive positive feedback when they have shown good listening skills. We encourage our children to talk too ! In fact the more our children talk, the better progress they make with their use of language. We provide opportunities for imaginary role play, discussions and debates, opportunities to explain and to join in. During story time or when they are explaining how something works, our staff encourage children to show what they understand. Each child has different interests and so this aspect is very much child led. On Fridays the children will be learning about rhyme by learning traditional nursery rhymesAim : To be able to listen to a story for a short time ; To talk to their peers and to their teachers and be understood ; To be able to explain how something works or explain a simple story; To be able to join in with repeated phrases and rhymes |
| Physical Development ( PD)  | This is the third key area for this term. We ensure that the activities we have planned develop both gross and fine motor skills. We will be working on balancing, climbing and catching this term. We will also be assessing and developing fine motor skills with daily sessions to develop shoulder, arm , wrist and finger development. Aim : To be able to control their body when climbing and running ; To be able to hold a pencil with a tripod grip; To be able to dress and undress independently; To be able to attend to their self-care needs independently and to wash and dry their own hands. |
| Reading  | Phase 2 of phonics begins in the first week of school and children learn 3 – 4 letters per week. We will be helping children link sounds to letters and then help them blend three letters together to read words.We will also be reading stories daily and talking about characters. We will encourage the children to think about how character are feeling and what they think will happen next. Aim : understand that a story has a beginning, a middle and an end ; that words can be read ; that letters make sounds |
| Writing  | We will provide daily opportunities to use a variety of mark making material this term. This is designed to develop the pencil grip needed for writing but also to develop the enthusiasm for mark making which is the pre-cursor to writing. When each letter and sound is learnt in phonics, children will also be taught how to form this letter. When children are ready they will be taught how to put the letters together to read and write 3 letter words called CVC words ( consonant vowel consonant eg cat dog etc)Aim : To hold a pencil in a tripod grip and be able to form some letters as well as write their own name |
| Number | We will be counting to and back from 10 this term and children will learn about how numbers 1 – 5 are represented using apparatus such as numicon, tens frames and cuisinerre rods. They will also begin to find totals when counting objects before moving on to addition and subtraction within 5.Aim : To be able to count to 10 and back again; to be able to form and recognise all numbers to 5 ; to know that when you are counting the last number you say is the total |
| Shape, space and measure | This term we will have weekly sessions designed to embed understanding of the basic shape names : square, circle. rectangle and triangle. Aim : to recognise and name basic 2D shapes |
| People and Communities ( UW) | This term we will be talking about how we are the same and how we are different. We will be looking at our houses and talking about similarities and differences. We will also be looking at our hair and eye colours and talking about similarities and differencesAim : To be sensitive to other people’s differences |
| Understanding the World ( UW) | This term we will be looking at seasons and how the place we live changes with the seasons. We will be encouraging the children to observe these changes with their senses and try to describe those changes.Aim : To notice changes in plants and animals |
| Technology ( UW) | We will be using i-pads to take pictures of the changes in our environment as we enter Autumn. We will be learning how to turn on and turn off i-pads and use them independently in our learning. We will learn about what to do if we see something on the screen we do not like ( e-safety) |
| Understanding media and materials ( EAD) | This term we will be learning how to mix paint to create different colours. We will also learn how to use materials to make a waterproof structure for teddy. In our play we will be able to choose our own resources to make whatever is in our imagination. In our music sessions we will be learning how to use our voices to reach high and low sounds.Aim : To be able to access resources safely and to manipulate them to according to our own ideas |
| Being imaginative ( EAD) | This term we will resource the classroom and the outside learning area with items designed to provoke each child’s interests. Staff will support children in pursuing these interests as well as supporting those children who find imaginative play more difficult.Aim : To have my own ideas ; to join in with peers in imaginative play ; to extend other people’s ideas  |

**Homework :**

**Daily reading** with an adult. Until your child begins to read, please ensure you read a story to your child each evening. Please sign your child’s reading record entry and date it. Libraries are a fabulous way of borrowing a good variety of picture books to share with your child.

**Phonics**  Please practice the phonics sounds that are sent home with your child. The Meet the Teacher evening is a good way to learn more about how we teach the sounds in phonics/

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