



It has been a great half term, the children have wowed us with their learning and have really been engaged and excited to learn about different people who help us. The children really enjoyed our theme 'Superheroes! People Who Help Us.' The children shared experiences they have had at the doctors, dentists or vets. This topic has been made very memorable by some exciting visitors. The children really enjoyed learning about the Police and were lucky to have a visit to the school. They also enjoyed our trip to the library. We have many children who now aspire to be doctors, nurses, paramedics, teachers, dentists, astronauts, police officers, RNLI, vets, firefighters and many more, because of this focus!

This half term, the children will be looking at our theme – Animals! We will be starting by looking at animal's people keep as pet and thinking about how people look after these animals at home. This will be followed by looking at farm animals, under the sea animals. minibeasts and wild animals around the world too. The children will get to have some hands-on experiences, meeting different animals and learning about how to care for them.

Key books for Spring 2: *These will be used to promote a love of reading, encourage new vocabulary and an exciting hook, which will engage children in new learning and different activities.*

**Oi frog, Little Red Hen, What the Ladybird Heard, Rumble in the Jungle,
We are going on a lion hunt, A range of non-fiction texts**

Key Dates: **THURSDAY 5TH MARCH** = World Book Day!

MONDAY 9TH MARCH = Animal Visit to School

TUESDAY 17TH MARCH = **Honeybee and Ladybird Class Stay and Play 2.30pm – 3.30pm – 1 adult per child**

Physical Development:

Fine Motor (Finger Gym): We will look at the correct letter formation and practice this, using the Read Write Inc Rhymes – we encourage the children to say these rhymes as they write. PLEASE HELP AT HOME, by correcting children's letter formation, using the rhymes. Please ask your child's class teacher if you would like another copy of these. The letters a, g, d are particularly important, making sure children go around the letter shape first in an anticlockwise direction.

Gross Motor and PE: In PE this term, the children will be focusing on dance and gymnastics. In dance, the children will develop their expressive movement through the topic of 'places'. Children will explore traveling actions, shapes and balances. The children will use counting to help them keep in time with the music. In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.

Personal, Social and Emotional Development

SCARF Unit: Rights and responsibilities During this unit, we will explore the following:

- How we can look after people who are special to us.
- How we can be caring and kind.
- How they can look after their friends and what makes a good friend.
- How we can be helpful at home.
- How we can care for and look after the things in our classroom and at home.
- How we can care and look after our world.
- We will also talk about money and how we can be mindful with how we use it.

Understanding of the World

The children will learn about and then identify different habitats animals around the world animals live in. We will look at similarities and differences between these.

We will look at animals that domesticated and those that are wild.

The children will learn about what different animals need to survive and what some animals need to be looked after.

We will look at England and Tanzania on a World Map. The children will explore the differences in climate and physical geography.

The children will explore a number of simple maps. We will learn about how a map is laid out and what a key means.

The children will create a simple map using symbols and they will create a key.

The children will talk about key features of religious celebrations and what this means for people around the world. (Easter)

Communication and Language

Key Vocabulary for this half term: Animals, herbivore, carnivore, omnivore, nocturnal, habitat.

We will continue to use circle times, as a whole class and in small groups to develop use of language and communication skills. During our Literacy sessions where we read a book as a whole class and answer questions about what we read, the children will be introduced to new vocabulary. We will talk about the meaning of different words and we will encourage the children to use this new word!

We will look at different rhymes and poems and learn these.

The children will practice retelling stories we have read, thinking about key words or repeating phrases from the books.

We will look at question words and use these to ask questions to find out more about things we are learning about or stories we have read. We will look at sequencing events correctly when retelling to each other, talking about an event in detail.

Expressive Arts and Design

The children will recognise, create and describe patterns. Looking at animals and prints, we will use different colours and shapes to create different patterns.

We will combine different materials and mediums to make a collage. The children will explore different materials and textures and talk about these.

The children will continue to use role play to take on a role and create a narrative for their play. We will encourage them to retell stories they have listened to or recreate events we have discussed. We will encourage the children to create their own props to aid role-play.

In music, the children will continue to find the **pulse** in different songs/pieces of music. They will copy-clap some rhythms of phrases from the songs. We will look high and low pitch in different pieces of music and using instruments. The children will continue to learn and perform different songs.

EYFS EARLY MATHS

Counting, ordinality and cardinality - The children will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence. To begin to understand the word pattern embedded within most of our number names, the children will also be given opportunities to practise counting beyond 20. To do this, the children will develop their understanding of the ordinal aspect by consolidating their understanding that each number has a value of '1 more' than the previous number.

Comparison - We will be further developing the children's comparison skills as they are encouraged to focus on ordinality: considering where numbers to 8 are in relation to others. We will continue to use the language 'more than', 'less than' and 'equal to' to describe these relationships between numbers. The children will also be using their comparison skills to identify when 2 sets are equal or NOT equal and use this to begin to recall some double facts to 10.

Composition - The children will consolidate their understanding of the composition of numbers by investigating the numbers within 7. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 7 can be made of 5 and 2. The children will deepen their understanding of a whole being made up of smaller parts through games and practical experiences. A key focus will be on partitioning 7 (splitting it into parts) and thinking about the missing part.

The children will use doubles to begin to practically explore even and odd numbers. Within the context of building Numberblocks characters, they will investigate when a number can be composed of 2 equal parts.

3D shape and patterns: Children will explore and learn the names of 3D shapes (cube, cuboid, sphere, pyramid, cone, cylinder) and use these to build. We will look at 3D shape properties and group objects depending on these, talking about similarities and differences of the shapes.

EYFS EARLY WRITING

The children will take part in whole class or small group writing inputs. We continue to use **Fred Fingers** when spelling – this is where the children say a word they want to spell and then segment/break up the word into the sounds, pinching each sound onto their fingers. Eg: cat segmented c-a-t. The children hold up 3 fingers as there are 3 sounds and pinch on the sounds.

Please watch this following video for more guidance on this: <http://schools.ruthmiskin.com/training/view/Fww28qNH/VAA92KGQ>
(Read Hold Write a sentence)

We will also continue to look at a sentence and talk about what is needed when writing one. We will plan sentences and count the number of words. We will encourage the children to develop their own sentence ideas, using the strategy READ HOLD WRITE A SENTENCE (see above video). We will continue to talk about a capital letter to begin a sentence and explain why we need finger spaces in between each word. The children will use a lolly pop stick to help them remember if needed. We then use a full stop to finish.

EYFS EARLY READING

Please continue to practise reading red words at home. Red words are words that they can't use their learned phonics skills to decode completely. The children have been taught to look for the sound that is a 'tricky letter/sound' in the word – this helps them to remember the red word. An example of how we teach red words is here:

<http://schools.ruthmiskin.com/training/view/5EGS94E1/Iy5EbNZU>

The children have all been re-assessed and some children have been given packs to take home and practise sounds they need to continue to learn by sight. Please use these sounds at home and encourage the children to look at them regularly with you. **Please use the Ruth Miskin portal url links sent out previously to help support this if you wish. As always, please do not hesitate to contact us if you have any queries or questions about the group your child is.**

The following videos may also support reading words at home:

<http://schools.ruthmiskin.com/training/view/CnKMcxDH/GtsYnW7Y>

<http://schools.ruthmiskin.com/training/view/iiKIDVsn/KqGHmIPu>

Please continue to read at home with your child and record it in your child's reading record.

EYFS SCIENCE

In Science this term the children will be starting their 'Animal Adventures' topic. They will be exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.

By the end of the topic, the children will have learnt;

- The names of familiar animals (e.g. farm animals, pets and animals seen in storybooks.)
- The main body parts of common animals (number of legs, wings, fur and tail).
- Animals, including humans, use their senses to explore the world.
- Animals need food. Animals and plants move, grow and feed.
- The difference between things that are living and things that are non-living.
- Plants and animals live in a range of different places (land, sea, air).
- Some different places where animals live on the school site.