

Curriculum Newsletter for Parents
Autumn term 2024
Nazareth Rooms







Children's learning in Nazareth Rooms will be tailored to meet their specific needs.

Children will all follow the same theme; however, provision will be different or adapted. There will be regular opportunities for retrieval as we firmly believe that if the children and us can see that their fluency and mastery is improving then we can truly see the impact we are having.

The learning noted below covers the broad spectrum of abilities in Nazareth Rooms.

From September until October half-term our topic is 'Rhymes'

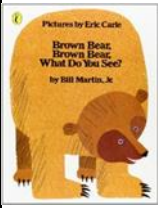
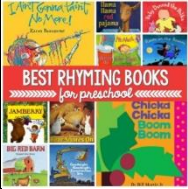
After half-term until the end of term at Christmas our topic will be 'All About Me/Ourselves'

Curriculum areas	As part of our themed work children will learn:
<p>Personal and Social skills</p> 	<ul style="list-style-type: none"> • The importance of kindness, respect and following our Nazareth Room rules. • Getting to know the adults and the other children in the Nazareth Rooms. • Getting to know the Nazareth Rooms and where things are • Developing an understanding of Nazareth Room daily routines including lunchtimes. • The importance of sharing and taking turns • How to make independent choices • How to form good relationships and the importance of including others in play i.e. sharing. • How to best communicate with peers. • How to adjust their behaviour to different situations and adapt to a new routine.
<p>Physical Development</p>  	<ul style="list-style-type: none"> • How to use classroom equipment safely. • Personal hygiene - eg the importance of washing hands frequently and before eating • To develop cutting skills - how to hold and use scissors. • To complete jigsaws. • To use a knife and fork to feed myself as independently as possible. • To hold a pencil correctly. • How to form letters correctly. • How to write my name. • About healthy food and how to keep healthy • Independently drink water and help myself to a snack • To tell an adult when I am feeling hungry or tired. • About parts of the body • To dress and undress • Working on specific life skills targets.
<p>Communication – speaking and listening</p> 	<ul style="list-style-type: none"> • Reciting and singing a range of rhymes and songs • Following instructions e.g. to put away or to get an object • To take turns when talking with others. • To listen carefully to what others have to say • Answering who, what, why questions • Phonics (Letters and Sounds) - see below • Working on specific speech and language targets.

phonics and reading



Some of the stories we will be reading:



Poems based on the senses.
Five Little Senses
All in a Row by Andrew Fusek Peters
Thanksgiving by Ivy O Eastwick
Happy in our skin by Fran Manushkin (D)
My Hair by Hannah Lee
Meesha makes friends by Tom Percival (D)
Range of high quality non-fiction linked to wider topic/foundation subjects

- Phase 2 (when the children are confident with these we introduce the sounds from Phases 3 and 4).
- How to **blend** letter sounds together to read short words.
- How to **segment** letter sounds - saying the sounds we can hear in 3 (or more) letter words.

Topics:

Autumn 1-Rhymes

What might this look like?

- To identify rhyming words eg man and can
- To match and read high frequency words eg "the, my, saw, went"
- To learn, recite and perform a range of rhymes.
- To pre-empt sounds or actions in familiar poems
- To recite rhymes and sing songs.
- To enjoy sharing books with an adult.
- To remember learned responses over increasing periods of time and anticipate known events [for example, pre-empting sounds or actions in familiar poems
- To observe the results of their own actions with interest [for example, listening to their own vocalisations)
- To enjoy rhyming and rhythmic activities
- To participate in shared activities with less support.
- To sustain concentration for increasing periods
- To listen to and join in with stories and poems, one-to-one and also in small groups
- To fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- To show interest in illustrations and print in books.
- To know that print carries meaning and, in English, is read from left to right and top to bottom.
- To re write poems in own style
- To write a character description

Autumn 2- All About Me/Ourselves

What might this look like?

- Personal response/ review
- Recitation/performance of poem
- Use of rhyme and rhythm
- Describe a picture
- Role Play Drs / hospital
- Make class book -Fiction/ non-fiction
- Self-help skills
- Stages of human development
- Recognising different types of books: fiction compared to non-fiction
- Know parts of a human body e.g. head legs arms hands feet fingers toes ears eyes nose mouth (shoulders knees neck lips)
- Part of human body (above) and its function
- Recite familiar poems by heart.
- Write and perform free verse.
- Write a descriptive poem focusing on similes and metaphors to create atmosphere.
- Know about our 5 senses
- Experience our 5 senses

Handwriting

- Hand-eye co-ordination
- Hand Strength
- Hand Manipulations

**Spelling,
Punctuation and
Grammar (SPaG)**

- Grasps and Releases
- Pencil grip
- Pencil Control Skills
- Name writing
- Drawing Skills
- Letter (small and capital)
- Number Formation
- Joined Writing.

Autumn 1

SPaG

- Sequencing
- Composing simple sentences
- Finger spaces
- Use of capital letters and full stops
- Using capital letters for names and I

Autumn 2

SPaG New:

- Nouns/ Pronouns
- Forming capitals

Continue with:

- Sequencing
- Composing simple sentences
- Finger spaces
- Use of capital letters and full stops
- Using capital letters for names and I

Challenges to extend

- Formation of nouns using suffixes such as -ness, -er
- Formation of adjectives using suffixes such as -ful, -less
- Use of the suffixes -er and -est to form comparisons of adjectives and adverbs
- Subordination (using when, if, that, or because) and co- ordination (using or, and, or but)
- Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- Sentences with different forms: statement, question, exclamation, command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list

Mathematics



Number Shape Space Measures (Children working at EYFS level)

Autumn 1

- Number activities and counting: rhymes, songs, number games
- Familiar rhymes stories songs and games.
- Represent numbers using fingers.
- Counting objects by saying one number for each item.
- Rote counting up to 3, 5, 10,20 (and beyond)
- Counting objects, claps, steps, jumps etc.
- Recognise numbers 1-5 (10,20 and beyond)
Selects the correct numeral.
- Understand each numeral represents a constant number or amount e.g. put correct number of objects into a container marked with the numeral.
- Make sets of numbers.
- Matching one to one correspondence e.g. straws to cartons, cups to saucers.
- Time: days of the week. months of the year, o'clock

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Copy simple patterns or sequences e.g. drum beat, simple pattern of repeated movement, patterns.
- Respond to how many?

Autumn 2

- Compares 2 sets of objects and says whether they have the same number.
- Understand the concept of 'more' eg more counters are required and 'less' e.g which bottle has less water in it.
- Ordinal numbers.
- Labelling sets of objects with the correct numeral.
- Matching pattern on a dice to correct numeral
- Count on from a number.
- In practical situations add one to a number of objects. e.g. add one pencil to the pot.
- Labelling sets of objects with correct numeral.
- Begin to identify and represent numbers using objects and pictorial representations including the number line
- Place numbers in order
- Explore position of objects e.g. placing objects in and out of containers, inside and outside

*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

*count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

*given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

*Read and write numbers from 1 to 20 in numerals and words.

*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

*recognise the place value of each digit in a two-digit number (tens, ones)

*identify, represent and estimate numbers using different representations, including the number line

*compare and order numbers from 0 up to 100; use <, > and = signs

*read and write numbers to at least 100 in numerals and in words

*use place value and number facts to solve problems.

□ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

□ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

□ compare and order numbers up to 1000

□ identify, represent and estimate numbers using different representations

□ read and write numbers up to 1000 in numerals and in words

□ solve number problems and practical problems involving these ideas.

hoop, fit as many objects as possible into a box.

- Ordering events in the day e.g. meal times bed times
- Classification using criteria e.g. sorting coins by size,, colour or shape; sorting boots, sorting all the red shoes etc
- Odd one out

Children working at National Curriculum level:

Autumn 1

- Number and Place Value
- Geometry: Properties of shapes

□ recognise and name common 2-D and 3-D shapes, including:

□ identify and describe the properties of 2-D shapes, including the number of

□ draw 2-D shapes and make 3-D shapes using modelling materials;

	<p>□ 2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>□ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>	<p>sides and line symmetry in a vertical line</p> <p>□ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>□ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>recognise 3-D shapes in different orientations and describe them</p> <p>□ recognise angles as a property of shape or a description of a turn</p>
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• **Measurement: Length, Weight, Capacity**

<p>□ compare, describe and solve practical problems for:</p> <p>□ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>□ mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>□ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>□ time [for example, quicker, slower, earlier, later]</p> <p>□ measure and begin to record the following:</p> <ul style="list-style-type: none"> □ lengths and heights □ mass/weight □ capacity and volume 	<p>□ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>□ compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>□ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>□ measure the perimeter of simple 2-D shapes</p>
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Autumn 2

• **Place Value: Addition and Subtraction**

<p>□ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>□ represent and use number bonds and related subtraction facts within 20</p> <p>□ add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>□ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	<p>solve problems with addition and subtraction:</p> <p>□ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>□ applying their increasing knowledge of mental and written methods</p> <p>□ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>□ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> □ a two-digit number and ones □ a two-digit number and tens □ two two-digit numbers □ adding three one-digit numbers <p>□ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>□ recognise and use the inverse relationship between addition and subtraction and use this to check</p>	<p>□ add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> □ a three-digit number and ones □ a three-digit number and tens □ a three-digit number and hundreds <p>□ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>□ estimate the answer to a calculation and use inverse operations to check answers</p> <p>□ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>
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calculations and solve missing number problems.

• **Geometry: Position and Direction**

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

□*use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

□ recognise angles as a property of shape or a description of a turn
 □ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
 □ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

• **Fractions**

□recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

*Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
 •write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the simple equivalence

count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
 □ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
 □ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
 □ recognise and show, using diagrams, equivalent fractions with small denominators
 □ add and subtract fractions with the same denominator within one whole
 □ compare and order unit fractions, and fractions with the same denominators
 □ solve problems that involve all of the above.

*Please send in your child's reading record, reading book and Home-School book every day.
 We may need to write a message in your child's Home-School book so please check this every night.*

Homework: We ask that you read with your child every night and record in your child's reading record and also for your child to complete the work set in their purple homework book.

Nazareth Room staff:

Mrs Gray
 ARP Manager- (Monday, Wednesday, Friday)

Miss Doe
 Class Teacher- (Monday, Tuesday, Wednesday, Thursday, Friday)

Our Teaching Assistants are:

Miss Bombi
 Ms Shahzad
 Ms Brown

Thank you

The ARP Team