

**Curriculum Newsletter for Parents**  
**Spring term 2021**  
**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 January until February half-term our topic is "Ourselves"**

**After half-term until the end of term at Easter our topic will be "Traditional Tales"**

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

## Literacy - phonics and reading



Some of the stories we will be reading:

Fiction

Non-fiction

(Poetry)

The Good Mood

Hunt

Eat Your Peas

I Eat Vegetables

Oliver's Vegetables

I Will Not Ever Eat

a Tomato

But Martin!

The Boy Who Lost

His Bellybutton

Funnybones

Peace at Last

The Smelly Book

Wash, Scrub, Brush

A first book all

about you - Eyes,

Nose, Fingers and

Toes

Outside-in

All About Me

Goldilocks and the

Three Bears

Little Red Riding

Hood

The Gingerbread

Man

## Handwriting

## **Ourselves**

- Write simple sentences using patterned language,
- words and phrases taken from familiar stories
- 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
  
- Phase 2 letter sounds (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 letter words. This helps build confidence with spelling short words such as "cat" and "can."
- To read cvc words eg can, but, cat, did
- To identify rhyming words eg man and can
- To match and read high frequency words eg "the, my, saw, went"
- Listening to stories and answering questions about them.
- To sequence stories into a beginning, middle and end.
- To understand the difference between fiction (stories) and non-fiction (information books).
- To read with an adult.
- To read our writing back to an adult.

## **Traditional Tales**

- Explore and learn a story with predictable phrasing
- Use storyline in role Play
- Predict story endings
- Recall events
- Retell events
- Describe a picture or event.
- Sequence story pictures (use time words)
- Story writing
- Recognise main characters and typical characteristics (E.g. good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on)
- Explore characters-Use different voices for particular characters
- Alternative ending
- Settings-explore 'story language' used to describe settings
- Character descriptions

## **We will continue to develop:**

- Hand-eye co-ordination
- Hand Strength
- Hand Manipulations
- Grasps and Releases
- Pencil grip
- Pencil Control Skills
- Name writing

**Literacy -  
Spelling, grammar  
and writing**

- Drawing Skills
- Letter (small and capital)
- Number Formation
- Joined Writing.

**We continue to focus on the use of capital letters and full stops in simple sentences and will also be learning about:**

- How to write capital letters
- Using capital letters for names
- Using capital letters for days of the week
- Using capital letters for months of the year
- Plurals - adding -s and -es eg books, boxes
- Nouns and pronouns
- To use the simple past tense when writing eg "I went/ I saw"
- To use a capital letter for the start of their own name.
- To expect written text to make sense and to check for sense if it does not.
- To focus reading their own work aloud.
- To read aloud with confidence.
- To know how to use capital letters for names and I.
- To write simple sentences.
- To pause at full stops.
- To spot the mistake and correct - read sentences with wrong verbs - I caught a ball.
- To know proper nouns need capitals.
- Joining words and joining sentences using 'and'
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)
- Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)
- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun '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
- Apostrophes to mark contracted forms in spelling

## Mathematics



### Number Shape Space Measures (Children working at EYFS level)

- Compare 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 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:

- Place Value: Addition and Subtraction

*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	□ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
*count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	*recognise the place value of each digit in a two-digit number (tens, ones)	□ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
*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	*identify, represent and estimate numbers using different representations, including the number line	□ compare and order numbers up to 1000
*Read and write numbers from 1 to 20 in numerals and words.	*compare and order numbers from 0 up to 100; use <, > and = signs	□ identify, represent and estimate numbers using different representations
	*read and write numbers to at least 100 in numerals and in words	□ read and write numbers up to 1000 in numerals and in words
	*use place value and number facts to solve problems.	□ solve number problems and practical problems involving these ideas.


- Measurement: Money

	<p>and know the value of different denominations of coins and notes</p>	<ul style="list-style-type: none"> <li>□ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>□ find different combinations of coins that equal the same amounts of money</li> <li>□ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li>□ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
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• **Place Value: Multiplication and Division**

<p>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>*calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>*show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>*solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	
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<p><b>R.E. and the world around us</b></p>	<ul style="list-style-type: none"> <li>• Daily class prayers</li> <li>• The school chaplains virtually visit the Nazareth Rooms to share Bible stories and talk about significant events.</li> <li>• Talking about ourselves and our families</li> <li>• Celebrating birthdays</li> <li>• Celebrating family events</li> <li>• Learning about our school 'family'</li> <li>• Visits to the local post office, library and local park</li> <li>• Cooking</li> </ul>
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<p><b>Creative</b></p> 	<ul style="list-style-type: none"> <li>• Sessions in the Nazareth's <b>Sensory Room</b></li> <li>• Paint pictures of ourselves and other familiar things</li> <li>• *Singing/ dancing/ movement sessions (*only if safe to do so)</li> <li>• Cutting, sticking and collage</li> <li>• Exploring textures (sand, oats, pasta, shaving foam)</li> <li>• Exploring pattern ((painted, printed, dyed, rubbed, imprinted, embossed)</li> <li>• Exploring drawing (pencil, wax, chalk, ink, pen, brushes)</li> <li>• Exploring musical instruments</li> </ul>
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	<ul style="list-style-type: none"> <li>• Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</li> </ul>
<p><b>Other information</b></p> <p><b><u>Nazareth Room staff:</u></b>  Mrs Gray  ARP Manager-  (Monday, Wednesday, Friday)</p> <p>Miss Green  Class Teacher-  (Monday, Tuesday , Wednesday, Thursday, Friday)  Our Teaching Assistants are:  Miss Davis,  Miss Bombi  Mrs Summerville-James</p>	<p><i>Please send in your child's reading record, reading book and Home-School book every day.</i></p> <p>We may need to write a message in your child's Home-School book so please check this every night.</p> <p><b>Homework:</b> 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.</p> <p style="text-align: center;">Thank you The ARP Team</p>