Curriculum Newsletter for Parents
Spring term 2022
Nazareth Rooms

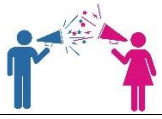
Children's learning in Nazareth Rooms will be tailored to meet their specific needs.

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.

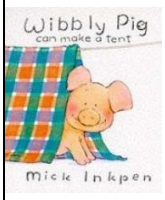
From January until February half-term our topic is 'Where I Live'

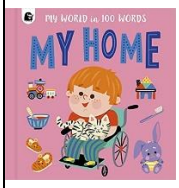
After half-term until the end of term at Easter our topic will be 'The Senses'

Curriculum areas	**As part of our themed work children will learn:**
Personal and Social skills 	• 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.
Physical Development  	• 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 bespoke life skills targets.
Communication – speaking and listening 	• 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, where, when questions • Phonics– see below • Working on bespoke speech and language targets.

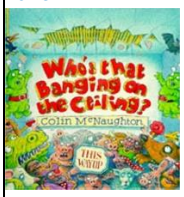
<u>Literacy</u> – phonics and reading

Some examples of the stories we will be reading:

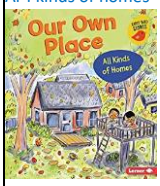




Home



Al l kinds of homes



Rosi e's walk

- 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:

Spring 1-Where I Live

What might this look like?

- Describe a picture -recognise familiar places
- Role Play- construction
- Make class book
- Simple maps/ routes
- Recognising different types of books: fiction compared to non-fiction
- Know forwards backwards up down along (turn left right)
- Follow directions
- Connecting different materials
- Prepositions (on in under)
- Write a postcard home
- Journey to school

Spring 2-The Senses

What might this look like?

- Describe a picture
- Role Play (Drs/ hospital)
- Make class book
- Non-fiction texts – finding and locating information, comparing to fiction
- Read and use captions, labels and lists.
- Know about our 5 senses
- Experience our 5 senses
- Recognising different types of books: fiction compared to non-fiction
- Science experiments and write ups

<u>Handwriting</u>

We will continue to develop:

- Hand-eye co-ordination
- Hand Strength
- Hand Manipulations
- Grasps and Releases
- Pencil grip
- Pencil Control Skills
- Name writing
- Drawing Skills
- Letter (small and capital)
- Number Formation
- Joined Writing.

Spelling, Punctuation and Grammar (SPaG)

We continue to focus on previous SPaG and we will also be learning about:

Spring 1

SPaG New:

- Joining words (AND/BUT)
- Capital letters for days of the week

	• PLURALS:-s and –es **Continue with:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals **Spring 2** **SPaG New:** • Using the simple past tense • Question marks • Capital letters for months of the year **Continue with:** • Daily phonics groups • Sequencing • Composing simple sentences • Finger spaces • Use of capital letters and full stops • Using capital letters for names and I • Nouns/ Pronouns • Forming capitals • Joining words (AND/BUT) • Capital letters for days of the week • PLURALS:-s and –es **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)** **Spring 1** • Playing with shapes and making arrangements with objects. • Shapes in the environment. • Sorting and matching objects or picture e.g. pairs, all the blue ones etc • Talk about the shape of everyday objects e.g. round tall • Repeating patterns. E.g. socks on a line, hand claps,, music beats,, sponge prints. • Construction activities. Join or stack objects • Selects a described shape e.g. round , straight • Select a named shape. • 2D shapes

- Recognise create and describe patterns.
- Big and small
- Match big and small objects. E.g. place big balls with other big balls.
- Forwards backwards. Moving on request, board game. Read and write numbers from 1 to (20) in numerals (and words)

Continue with Au 1 and 2 work

Spring 2

- Search for objects that have gone out of sight.
- Sequence 2,3 or 4 photos or symbols
- Searching for objects in their usual place.
- .Bigger smaller
- Compare size of objects when difference is not great e.g. Russian dolls.
- Time [for example, quicker, slower, earlier, later]
- One more.
- One less.
- Manipulate 2D/3D shapes e.g. puzzles, shape sorter
- Build with shapes, role play, rolling a tube in a race.
- Pick out shapes with common features.
- Order and sequence familiar events.
- Heavier lighter
- Order 2 items by heavy light
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Simple problem solving; is there a knife for every fork.

Continue with Au 1/2 work

Children working at National Curriculum level

Spring 1

- Number and Place Value

*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.

- Measurement: Money

and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and	add and subtract amounts of money to give change, using both £ and p in practical contexts

	subtraction of money of the same unit, including giving change	

- Place Value: Multiplication and Division

•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.	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	•recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables •write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods •write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods •solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to objects

Spring 2

- Place Value: Addition and Subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

- Geometry: Properties of Shapes

recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. •describe position, direction and movement, including whole, half, quarter and three-quarter turns.	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. order and arrange combinations of mathematical objects in patterns and sequences	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn 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 , , and of a length, shape, set of objects or quantity •write simple fractions e.g. ½ 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.

Nazareth Room staff:

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

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

Our Teaching Assistants are:
Mr Ade
Ms Shahzad
Ms Brown

- **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.

Thank you