



Your child is learning:	You can help your child by:	Useful websites:
<p>Religious Education <u>Prayers, Saints and Feasts</u> To identify the qualities of a saint and the different times and ways we can pray. Looking at the liturgical calendar of the church. The importance of Mary and the rosary.</p> <p><u>Muslims</u> Comparing how we pray.</p> <p><u>Advent</u> How we prepare for the birth of Jesus in practical and spiritual ways.</p>	<p>Learning the 'Our Father' and 'Hail Mary'. Talking about familiar saints and the example they give us.</p>	<p>www.portsmouthdiocese.org.uk www.stbedesbasingstoke.org.uk</p>
<p>English <u>Poetry</u> Firework poems.</p> <p><u>Narrative</u> We shall be looking at different skills in order to write story endings and whole stories linked to a book.</p>	<p>Practise letter formation.</p> <p>Read on a regular basis with your child.</p> <p>Play rhyming games.</p>	<p>https://www.phonicsplay.co.uk/</p>
<p>Mathematics Multiplication and division - share objects equally by counting how many in each group.</p> <p>Fractions - recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Measurement - compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening - recognise and use language relating to dates, including days of the week, weeks, months and years - time (quicker, slower, earlier, later) - tell the time (hours) - recognise and know different coins and notes</p> <p>Shape - recognise and name common 2-D shapes</p>	<p>Supporting the children to read numbers around them (e.g. on houses, birthday cards, buses). Playing board games to help the children learn how to count on.</p> <p>Playing games, such as snakes and ladders, will really help children to understand how we can use a 100 number square to support our maths work.</p>	<p>www.bbc.co.uk/bitesize https://www.topmarks.co.uk/maths-games/daily10</p>
<p>Science <u>Animals: survival</u> To look at humans as animals, including their senses. Looking at the food and exercise which is needed for animals to be healthy. To know the difference between, carnivores, herbivores and omnivores.</p>	<p>Looking out for a variety of animals both at home and when you're out and about.</p>	<p>www.bbc.co.uk/schools/sciencecips</p>

<p>Computing Use technology purposefully to create digital content. Creating images made out of dots in the style of artists - Pointillism.</p>	<p>Looking at images by Georges Seurat and Paul Signac for inspiration.</p>	
<p>P.E. Outdoor - Spatial awareness whilst moving. Indoor - Set sequence - The Great Fire of London.</p>	<p>Making movements at the same time as others (unison) and one after another (canon). Moving with an object.</p>	<p>https://www.bbc.co.uk/sport/football/super movers</p>
<p>Creative Curriculum <u>Geography</u> Use the words near and far, left and right Direct from one place to another Name England and know where it is Name other countries in the British Isles Know how you can travel across the country Name the capital city of England <u>History</u> Know that The Great Fire of London happened a long time ago Recognise where the fire started Recognise differences between houses then and houses now Know why Samuel Pepys is important in terms of The Great Fire of London Know what people didn't have then compared to now <u>Art</u> Know the names of different colours Know how to make secondary colours Know how to make a colour darker Know how to make a colour lighter Use lines to make pictures Cut in straight lines Be positive about another person's work <u>DT</u> Recognise which foods are healthy Know what normally goes in a sandwich</p>	<p>Talking about where things and places are. Look at maps of the British Isles together. Discuss what is healthy and unhealthy to eat. Talk about how dangerous fire can be.</p>	<p>https://www.curriculumvisions.com/</p>
<p>P.S.H.E. <u>Caring for Myself</u> To know that all medicines are drugs and they must be taken correctly to be safe. To understand that adults must supervise the use of some substances. To recognise the qualities of a good friend and know how to make up when they have fallen out.</p>	<p>Talking about dangerous substances in the home and how they can be stored safely.</p>	<p>www.cafod.co.uk www.citizenshipfoundation.org</p>
<p>Music Make and control loud and quiet sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds.</p>	<p>Sing London's burning Think about which sounds are loud and quiet.</p>	