




Your child is learning:	You can help your child by:	Useful websites:
<p>Religious Education: <u>Mission:</u></p> <p>Look at the school's Mission Statement and think about how we can live this out. Children will then give an example of someone in school that they think demonstrates the attributes of the Mission Statement.</p> <p><u>Creation</u> The creation of the universe and God's role in it. The promises and protection that God showed to the world during its creation.</p> <p><u>Prayers/Saints and Feasts (start)</u> To understand the qualities of a saint. To explore the role of Mary and what we can learn from her. To explore the Joyful Mysteries and how they help us to think about Jesus.</p>	<p>Read and explore the story of Creation with your child. Read the story of Noah's Arch.</p> <p>Talk to your child about the role of Mary and link this to the Joyful Mysteries.</p>	<p>www.portsmouthdiocese.org.uk www.stbedesbasingstoke.org.uk</p>
<p>English How to Find Gold by Vivian Schwarz Anna is inspired to go on an adventure in search of gold and undeterred by the potential difficulties. Her friend Crocodile suggests the solutions to help them achieve this together.</p> <p>Reading: (Word reading / Comprehension) ♣ listen to, discuss and express views about books at a level beyond that which they can read independently; ♣ discuss the significance of the title and events; ♣ link what they hear or read to own experiences; ♣ explain understanding of what is read; ♣ discuss the sequence of events in books and how items of information are related; ♣ discuss favourite words and phrases; ♣ answer and ask questions; ♣ predict what might happen on the basis of what has been read; ♣ draw inferences on the basis of what is being said and done; ♣ participate in discussion about what is read, taking turns and listening to others; ♣ express views about reading.</p> <p>Writing (Composition / Vocabulary, Grammar and Punctuation): ♣ draft and write by noting ideas, key phrases and</p>	<p>Read through other picture books with your child, include books with and without text, and encourage them to tell the story.</p> <p>If reading a text based story encourage your child to illustrate it.</p>	<p>http://www.vivianeschwarz.co.uk/ https://clpe.org.uk/powerofpictures</p>

<p>vocabulary, and composing and rehearsing sentences orally;</p> <ul style="list-style-type: none"> ♣ sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; ♣ reread and evaluate writing to check it makes sense and make simple revisions; ♣ read writing aloud with appropriate intonation to make the meaning clear; ♣ use new and familiar punctuation correctly; ♣ use sentences in different forms; ♣ expand noun phrases to describe and specify; ♣ use past and present tense correctly and consistently; ♣ use simple conjunctions to link subordinate and co-ordinating clauses. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and peers; ♣ ask relevant questions to extend knowledge and understanding; ♣ consider and evaluate viewpoints, attending to and building on the contributions of others; ♣ participate in discussions, performances, role-play, improvisations and debate about what has been read; ♣ use spoken language to develop understanding through imagining and exploring ideas. 		
<p>Mathematics</p> <p>Place Value: - count in steps of 2, from 0, and in tens from any number, forward or backward</p> <ul style="list-style-type: none"> - 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 <p>Addition and subtraction: solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers.</p> <ul style="list-style-type: none"> - use my knowledge of mental and written methods to recall and use addition and subtraction facts to 20 fluently. - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones. A two-digit number and tens <p>Multiplication and division: - recall and use multiplication and division facts for the 2, and 10 multiplication tables</p> <ul style="list-style-type: none"> - recognise odd and even numbers - show that multiplication of two numbers can be done in any order (commutative) - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods 	<p>Continue to practise number bonds to and within 10 and 20.</p> <p>Talk about what number means e.g. what does the number 5 mean?</p> <p> An amount of something. This could be 5 circles, 5 books, 5 plants etc.</p> <p>Practise times tables (2, 10 & 5)</p> <p>Talk about the value of each digit in a 2 digit number e.g. 12 = 1 lot of 10 and 2 lots of ones.</p>	<p>www.mathsisfun.com</p> <p>https://www.bbc.com/bitesize/subjects/zjxhfg8</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/counting</p>

<p>Fractions: - recognise, find, name and write fractions 1/3 and 1/4</p>		
<p>Science Plants and living things The children will be looking at living and non-living things. They will identify what plants need to grow and begin a long term study planting bulbs and plants to see what will happen to the plants throughout the year.</p>	<p>Notice materials around the home and outside. Talk about why they are used for specific purposes eg., why bricks are used for houses but not for furniture. Encourage children to talk about their observations.</p>	<p>http://www.bbc.co.uk/bitesize/ks1/science/</p>
<p>Computing Creating Pictures: The children will be using a graphics program and a range of tools to create their own self-portraits and pictures.</p>	<p>Use a graphics program on a computer at home or at a library and experiment with using different tools and discussing their effects.</p>	<p>http://art-educ4kids.weebly.com/kandinsky-inspirations.html</p>
<p>P.E. Gym: sequences of movements involving gymnastic shapes: tuck, straight, star, pike and straddle. Games: developing throwing and catching skills.</p>	<p>Discuss the importance of warming up before exercising and staying safe. Throwing and catching games.</p>	<p>http://academy.britishathletics.org.uk/index.php?/startrack/</p>
<p>Creative Curriculum - Journeys Within this unit we will cover history, geography, art & DT. We will look at railway journeys and the life of significant historical figures such as Stephenson and Brunel. In art we will focus on observational drawings of trains and the view from a railway carriage as seen on our visit on the Mid Hants Railway. In geography we will locate towns within the British Isles associated with railway journeys. Children will name the seas around the British Isles and further afield based on the journeys of the Great British Liners invented by Brunel. They will use compass directions to describe the location of areas.</p>	<p>Look at maps and discuss direction Look at different modes of transport and direction of travel using North, South, East and West. Talk about timelines of events e.g. events that happened when you were a child and any inventions that occurred during your childhood.</p>	<p>https://www.google.com/maps/place/United+Kingdom/@53.7473701,-1.2909124,3051554m/data=!3m1!1e3!4m5!3m4!1s0x25a3b1142c791a9:0xc4f8a0433288257a!8m2!3d55.378051!4d-3.435973 http://www.bbc.co.uk/schools/famouspeople/teachers/stories/stephenson.shtml http://www.bbc.co.uk/schools/primaryhistory/famouspeople/isambard_kingdom_brunel/</p>
<p>MFL</p>		
<p>P.S.H.E. <u>New Beginnings.</u> The children will be discussing starting a new class - creating class rules, knowing what to expect and exploring their feelings about the change.</p>	<p>Help the children to recognise and name a number of emotions associated with change. Encourage the use of positive statements to describe the change they have undergone. Discuss the importance of rules and how to behave in class with your child.</p>	<p>www.cafod.co.uk www.citizenshipfoundation.org</p>
<p>Music <u>Sounds Interesting</u> - exploring different sounds: The children will be exploring the duration of sound by creating and exploring long and short sounds with different instruments.</p>	<p>Listen to a wide range of musical genres and identify the instruments present. Allow children to explore different musical instruments and to discuss how we create different durations of sound using them.</p>	<p>http://www.bbc.co.uk/schools/websites/4_11/site/music http://www3.hants.gov.uk/education/hms</p>