



Your child is learning:	You can help your child by:	Useful websites:
<p><b>Religious Education:</b>  <u>Prayers Saints and Feasts</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 think about Jesus.  <u>Advent</u>                      To understand that this is a special time when we prepare for the coming of Jesus. To understand the role of the prophets and St. John the Baptist during this time.  <u>Christmas</u>                      The children will be exploring how the different journeys made during the Christmas story show to us how special and important Jesus is.</p>	<p>Talking about the role of Mary and link this with the Joyful Mysteries.</p> <p>Creating an Advent wreath/Jesse Tree at home and discuss its role and importance.</p> <p>Talk about the different journeys made by the three kings, shepherds and Mary, Joseph and Jesus.</p>	<p><a href="http://www.portsmouthdiocese.org.uk">www.portsmouthdiocese.org.uk</a></p> <p><a href="http://www.stbedesbasingstoke.org.uk">www.stbedesbasingstoke.org.uk</a></p> <p><a href="http://www.bibleforchildren.org">www.bibleforchildren.org</a></p>
<p><b>English</b></p>		
<p><b>Mathematics</b>  <u>Fractions:</u>                      Recognise, find, name and write fractions <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math>                      Solve multiplicative problems in practical contexts such as recipes (doubling, halving...)</p> <p><u>Measurement:</u>                      Compare and order lengths, record the results using &lt;, &gt; and =.                      Find different combinations of coins that equal the same amounts of money.                      Solve simple problems in a practical context involving addition and subtraction of money of the same unit.                      Compare and sequence intervals of time.</p> <p><u>Properties of shape:</u>                      Identify and describe the properties of 2-D shapes, including the number of sides and symmetry.                      Identify 2-D shapes on the surface of 3-D shapes.</p> <p><u>Position and direction:</u>                      Order and arrange combinations of mathematical objects in patterns.</p>	<p>Daily counting to 100 and beyond in 1's, 2's, 5's and 10's forwards and backwards.                      Practise 10 more and 10 less than a given number, noticing that the unit digit will stay the same but the tens digit changes.                      Practise their number bonds to 10, 20 and 100.                      Practise their 2, 10's and 5's times tables.                      Practising mental addition and subtraction.</p> <p>Discuss the relationship between addition and subtraction, and multiplication and division.</p> <p>Practice reading the time and recognising important times of the day.                      Solving word problems in using a range of different contexts such as money and measuring.</p>	<p><a href="http://www.mathsisfun.com">www.mathsisfun.com</a></p> <p><a href="https://www.bbc.com/bitesize/subjects/zjxhfg8">https://www.bbc.com/bitesize/subjects/zjxhfg8</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/5-7-years/counting">https://www.topmarks.co.uk/maths-games/5-7-years/counting</a></p> <p><a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p>

<p><b>Science</b>  <b>Materials:</b>  The children will continue their learning about the different uses of materials in familiar contexts. We will be conducting scientific investigations to further develop our learning and understanding. The children will explore and investigate how materials can be changed.</p>	<p>Discuss the properties of materials that your children use every day at home.  Find materials that can be described as transparent, translucent and opaque.  You can ask your child why certain materials are used for particular uses and whether there are any alternative materials that might be capable of doing the same job.</p>	<p><a href="http://www.bbc.co.uk/bitesize/ks1/science/changing_materials/play/">http://www.bbc.co.uk/bitesize/ks1/science/changing_materials/play/</a>  <a href="http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml</a>  <a href="http://www.bbc.co.uk/schools/scienceclips/ages/6_7/grouping_matierials.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/6_7/grouping_matierials.shtml</a>  <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=63">http://www.topmarks.co.uk/Interactive.aspx?cat=63</a></p>
<p><b>Computing</b>  <b>Researching to find out information:</b>  The children will be using a range of websites to find specific information about the things we are learning this term within our Journeys topic and science topic about materials.</p>	<p>Use your PC or tablet at home to use google and a range of websites to find out specific information.</p>	<p><a href="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">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</a>  <a href="http://www.bbc.co.uk/schools/famouspeople/teachers/stories/stephenson.shtml">http://www.bbc.co.uk/schools/famouspeople/teachers/stories/stephenson.shtml</a>  <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/isambard_kingdom_brunel/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/isambard_kingdom_brunel/</a></p>
<p><b>P.E.</b>  <b>Dance:</b>  We will be learning to perform dance sequences to music concentrating on timing and exaggerated movements    <b>Games:</b>  We will be continuing with developing our throwing and catching skills.</p>	<p>Encourage children to perform and move at home.  Listen to favourite songs/music and create a short sequence concentrating on listening to the music and timings.    Continue to practise playing throwing and catching games.</p>	<p><a href="http://academy.britishathletics.org.uk/index.php?/st artrack/">http://academy.britishathletics.org.uk/index.php?/st artrack/</a></p>
<p><b>Creative Curriculum - Journeys</b>    Within this unit we will cover history, geography, art &amp; 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><a href="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">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</a>  <a href="http://www.bbc.co.uk/schools/famouspeople/teachers/stories/stephenson.shtml">http://www.bbc.co.uk/schools/famouspeople/teachers/stories/stephenson.shtml</a>  <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/isambard_kingdom_brunel/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/isambard_kingdom_brunel/</a></p>

<p>In DT we will be designing and creating our own form of transport.</p>		
<p><b>MFL</b></p>		
<p><b>P.S.H.E.</b>  <u>Getting on and Falling Out:</u>  The children will be discussing how we can ensure we work well together as a community and what we can do if something goes wrong.</p>	<p>Encourage good group behaviour and work.  Discuss how we can resolve a problem in a variety of ways.</p>	<p><a href="http://www.cafod.co.uk">www.cafod.co.uk</a>  <a href="http://www.citizenshipfoundation.org">www.citizenshipfoundation.org</a></p>
<p><b>Music</b>  <u>Exploring Pulse and Rhythm:</u>  The children will be creating sequences of long and short sounds using their voice and 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><a href="http://www.bbc.co.uk/schools/websites/4_11/site/music">http://www.bbc.co.uk/schools/websites/4_11/site/music</a>  <a href="http://www.3hants.gov.uk/education/hms">http://www.3hants.gov.uk/education/hms</a></p>