
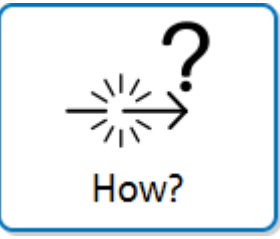







Fox Class - Term 3A

Topic - This is how we do it!

<p><u>School Values</u> Be Kind Be Respectful Be Curious Persevere</p> <p><u>School Rules</u> Respect Yourself Respect Others Respect the Environment</p> <p>British values - mutual respect and tolerance for those with different faiths and beliefs</p> <p><u>Date for Diary</u></p> <p>Parent's picnic 21st May 2 o'clock</p>	<p><u>Communication and Language</u> I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can repeat a 6 word sentence. I can use the future tense 'I will'. I can use story telling language.</p> <p>Vocabulary Focus - Tier 2 Ninja words: put, home, read, hand, date, large, spell, add, even, land, here, must, big, high, such, follow, act, why, ask, men change, went, light, kind, off, need, house, picture, try, us</p> <p><u>Handwriting</u> Daily</p> <ul style="list-style-type: none">• Busy Fingers• practise of letter formation -top exit & tunnels <p>revisit letters where needed - from assessment</p>	<p><u>Literacy Key Text</u></p>  <p>Looking at children's daily lives in</p> <ul style="list-style-type: none">• Japan• Italy• Uganda• India• Iran <p>Writing Outcomes this term We will be persevering with writing in sentences. Creating our own 'This is how we do it book'</p> <p>Shopping lists for our cooking Invite for picnic</p> <p>Using connectives - First, next, then, after that, finally, because, and, so, but</p> <p>Dictated sentences</p>	<p><u>Focus Question this term.</u></p>  <p><u>Cooking</u> Recipes from My World Kitchen</p>  <p>There will be the opportunity to taste the different dishes we have cooked at our Parent's picnic.</p>  <p>Make some salads with your children talk with them about how and where the fruit and vegetables grow. Practice peeling, slicing, chopping and tearing.</p>	<p><u>Phonics focus</u> Level 3 (2 sounds per week) Book 13: ai, ee, igh Book 14: oa, oo (boot/look) Book 15: ar, or, ur</p> <p>(next term) Book 16: ow, oi, ear Book 17: air, er, er Book 18 (Revise and Stretch): ue, ue. ure, ture</p> <p>Blending and segmenting Helpful words: consolidate - I, the, to, no, little, of, ten, he, she, we, me, was, you, all, are, her, off, new- they, are when, six, seven, have</p>  <p>Share your child's phonics folder and let them tell you all about the sounds they are learning - spot these sounds when talking and reading.</p>	<p><u>Our Word Reading focus</u> recognising and reading helpful words</p>  <p>Read and play games with the helpful word cards in your child's reading folder</p> <p><u>Our Writing Focus</u> Writing Sentences The important part of writing is working out what you want to write and then remembering it. We do this by counting the words on our fingers of the sentence we want to write and verbally repeating the sentence as we write it. We re read the sentence back to ourselves to check we have written it correctly.</p>  <p>Write sentences using the helpful words and words from the phonics folders - remember capital letters, full stops and finger spaces. Send notes to each other.</p>
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Personal, Social and Emotional Development

Zones of Regulation



Restorative Approach

I can express my feelings and consider the feelings of others. I can think about the perspective of others.

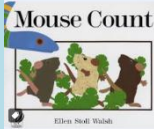


Help your child to be able to talk about how they are feeling today, start to name emotions, how does that emotion feel in your body, fizzy, heavy, bouncy etc. Know that we all feel lots of different ways and that's okay. Feelings, like the weather, will change during the day.

Mathematics



Mr Gumpy's Outing- John Burningham



Mouse count- Ellen Stoll Walsh



The Squirrels who squabbled- Rachel Bright

I can subitise.
I can count objects, actions and sounds.
I can count beyond 10.
I can build numbers to 20.
I can add and take away from a given number to 10 and recognise how many I have now.
I can share and group a given number of objects.
I can recognise and talk about even and odd numbers.
I can double a number.
I can understand the composition of numbers to 10.

Knowledge and Understanding of the World - Science

I can describe and comment on things that I have seen whilst outside, including plants and animals. I can sort animals/plants into different groups

I can tell you some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.



Take your child nature walks what plants can you find? How does the world change each time you walk, plants, animals, weather etc.?

Knowledge and Understanding of the World - Religion and world views

Why are some things special?
I can talk about things that are special to me. I can recognise that some artefacts, books and symbols can be special to some people and understand how they are used.

Physical Development

Games - Focus on using hoops and quoits
Develop ability to change direction and speed
Further develop a range of ball skills

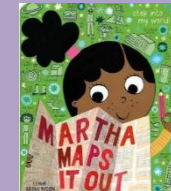
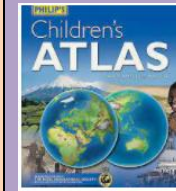
- throwing
- catching
- kicking
- passing

Forest School - fires and cooking
Using tools



Develop your child's upper body strength by finding opportunities for them to pull themselves up using their arms such as equipment at the park, swinging on tree branches or lifting 'heavy' objects like buckets of sand and water. This upper body strength is great and will really help them when they start to write more.

Knowledge and understanding of the word - Geography



I can name features of weather and seasons.
I can recognise some similarities and differences between life in this country and life in other countries

I can draw information from a simple map / globe
I can use specific vocab to describe contrasting locations.
I can talk about what I see and hear in videos, images and shared texts.
I can talk about how children's lives are different in different locations. Avoiding stereotypes.
I can share non-fiction texts that offer an insight into contrasting environments



Have a look at food labels, where does your food come from, can you find it on a map? Discuss places you have visited and how are they different / the same as where you live?

Expressive Art and Design



We will be learning about the artist **Wassily Kandinsky**
I can talk about art and artists

Music and C&L

Focus genre: World music

Poems, rhymes and songs from around the world.

Catch, catch, catch a fish
ten green bottles
Jack and Jill
One, two, buckle my shoe