

PE

Your child must attend school in their PE kits on PE days. This term we will be doing gymnastics. Children need to come to school dressed in shorts underneath their joggers.

RB and RR– PE day is on Thursday

RY– PE day is on Friday

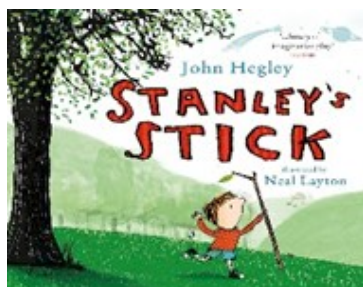
Home Learning

Reading: It is important that you read to your child daily in order to develop their language skills. Little Wandle reading practice books are sent home every Friday. These are for your child to read to you. They must be returned on Monday.

Home Learning: All our home learning activities will be published every Friday on [Tapestry](#).

Support us using Tapestry at home: We would love to see what you are doing at home with your child. Please upload any meaningful experiences that are happening outside of school. You can also comment on your child's learning.

The books we are focusing on this half term



Latymer All Saints CE Primary School



Curriculum Leaflet - Spring 1 2024

At Latymer All Saints Primary School, we believe that learning is a partnership between school and home.

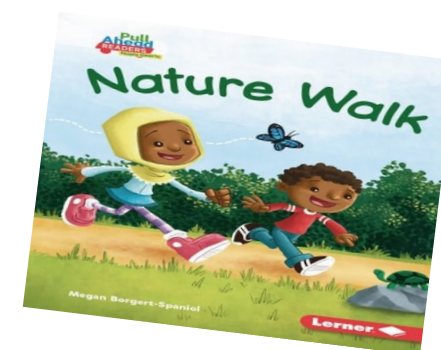
The aim of this leaflet is to provide you with key information about your child's learning in class this half-term enabling you to support and enhance their learning at home.

Dates/Event

Local visit

Dog visiting school

Nature trial



In our school:

We **LOVE** deeply, respecting everyone and treating them with dignity;

We **ASPIRE** with confidence, working hard and embracing challenge and

We **SERVE** God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us"

Literacy

Phonics: little Wandle— Phase 2/3

Writing

To use phonic knowledge to write words/sentences independently

To use adjectives to describe animals-dogs and habitats
To attempt a range of writing genres, including labelling, describing settings, instructions, and captions
To create simple posters

Comprehension

To participate in discussions about the stories we are sharing and to be able to re-count key events using a range of vocabulary.

Word reading:

To know phase 2/3 sounds, to identify initial sounds in words and read words using those sounds. To begin to read simple sentences

To recognise some tricky words

Web links

Phonics- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Physical development- 10 Minute Kids Teddy Bear Workout | The Body Coach TV

<https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-at-home/>

Understanding the World

Past & Present:

To talk about lives of those around us- to understand what the past means and to discuss and identify images of the past

People, Cultures & Communities:

To describe our immediate environment – thinking about similarities and differences between different places

The Natural World:

To explore different animals- pets and different animal habitats
To look for different forms of plant and animals on nature trails

Mathematics

To find 0-5/ Subitise 0-5 / Represent 0-5

To compose/conceptual subitise to 5. To calculate one more and one less. (+ and -)

To compare mass and to find a balance. To explore capacity and to compare capacity.

To find 6,7,8. Represent 6,7,8

To explore length and compare length. To explore height and to compare height.

Our Spring 1 Topic is:

Pets, Pets, Pets



Expressive Arts and Design

Creating with Materials:

To use different artistic effects to express feelings- Exploring the illustrations of Salvatore Rubbino who illustrated the story of Our Very Own Dog

To work collaboratively- sharing ideas and resources

To create collages of settings/ animal habitats/nature trails

To create a dog kennel using junk modelling materials

Being Imaginative & Expressive:

To express feelings through music and movement

To create and perform simple poems linked to our core texts

To develop storylines in pretend play

To use imagination- what can you do with a stick? - link to the story of Stanley's stick
Role play- vets, dog groomers

Communication and Language

Listening, Attention & Understanding:

To understand why it is so important to listen- so that we know how to complete our work independently

To respond to questions about a story and participate in discussions. To think of questions to ask a dog owner. E.g. What food do you feed your dog?

To continue to increase and use new vocabulary from core texts –and to discuss the main themes of the core texts

To predict a story

Speaking

To speak in pairs, small groups and whole class contexts

To retell stories and talk about key events and characters in the stories

To share ideas with others

To express feelings and ideas

To answer how and why questions about a story

Physical Development

To continue to develop fine motor skills through the use of play dough, small tools, e.g. tweezers and threading

To practice using a tripod grip to write recognizable lower and upper case letters.

To carry out Key movements: walking, running, skipping, jumping hopping, crawling, climbing

To focus on controlled movements and use of space

To think about the importance of exercise for all of us- including our pets

To create agility courses linked to our key text- our very own dog

To use a range of large and small apparatus effectively

To develop simple ball skills

Personal, Social and Emotional Development

Self-regulation:

To work towards simple goals such as next steps from the teacher given during marking and feedback

To wait turns-especially during conversations

To continue to follow instructions following 2+ actions

Managing self:

To continue to confidently attempt a range of activities during child-initiated learning times, involving all areas of the EYFS curriculum-to ensure development of all skills

Building Relationships:

To work and play cooperatively with all our friends and to demonstrate sensitivity to needs
Thinking about being kind to animals as well as people