

In this topic, we will be exploring familiar celebrations within our lives and the lives of others. This will build upon our previous exploration of other belief systems such as Islam and Christianity. Across the term, we will be carrying out geographical studies of our school and visits to the local area. These will support us to devise simple maps and construct symbols to represent key landmarks within our local area. We will build upon our knowledge of directional and locational language and start to use simple compass directions to describe the location of features and routes on a map. Throughout this topic, we will be exploring the principles of healthy and varied diets and evaluate, design, prepare and taste our own smoothies.

Every week, your child will continue to explore their learning in provision, at the tutor table and by completing their four play projects: compose, construct, create and calculate.

Learn Together	Mathematics	English
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- In Learn Together, we will:
- explore and discuss special celebrations that take place across the year and develop an understanding that some are fixed to specific dates and others are not.
 - discuss feelings and actions that are brought about by these celebrations.
 - identify some religious and secular celebrations and rites of passage that are associated with love.
 - investigate how different cultures and traditions have their own culinary styles / approaches to food.
 - identify times when families come together.

This term will focus on the following rights:



ARTICLE 8: You have the right to an identity - an official record of who you are. No one should take this away from you.

ARTICLE 12: You have the right to give your opinion, and for adults to listen and take it seriously.

ARTICLE 14: You have the right to choose your own thoughts, opinions and religion. However, this should not stop other people from enjoying their rights. Parents should help their children decide what is right and wrong, and what is best for you.

Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.

2-D Shape

- Week 1:
- To recognise 2-D shapes.
 - To recognise and name these 2-D shapes; circle, square, rectangle and triangle.

3-D Shape

- Week 2:
- To recognise 3-D shapes.
 - To recognise and name these 3-D shapes; cylinder, cuboid, pyramid, cone, sphere, cube.

Addition and Subtraction

- Week 3:
- To use a part-whole model.
 - To write addition number sentences.

- Week 4:
- To recognise that addition is commutative.
 - To add more.
 - To solve addition word problems.

- Week 5:
- To find a part.
 - To write subtraction number sentences.

- Week 6:
- To subtract by crossing out.
 - To solve subtraction word problems.

- Week 7:
- To add on a number line.
 - To subtract on a number line.

- In our daily fluency sessions, we will be focussing on:
- recognising and writing numbers as words.
 - number bonds to 5.
 - number bonds to 10.

Our poet this term is Michael Rosen. We will be focussing our work around his poem '[Chocolate Cake](#)'. We will be identifying rhyme, patterns and repeated phrases. We will also be discussing language, our favourite parts and curating actions to help us recite it.




Across the term, we will be looking at two focus books. The first is 'The Most Exciting Eid' by Zeba Talkhani and Abeeha Tariq. This book follows Safa's celebration of Eid al-Fitr and will help us to explore how her friends and family come together to celebrate.



The second is 'The Best Diwali Ever' by Sonal Shah and Chaaya Prabhat. This book follows Ariana and her families celebration of Diwali.

We will use these focus books as inspiration to write a range of text types including letters, diary entries and instructions. Our main focus when writing will be composing sentences orally, using capital letters, full stops and finger spaces and re-reading our work to ensure it makes sense. We will also be further exploring nouns, adjectives and verbs.

<p style="text-align: center;">Art - Printmaking</p>	<p style="text-align: center;">Computing – Data & Information</p>	<p style="text-align: center;">Design & Technology - Food</p>
<p>In Art, we will explore ‘our world’ and begin to develop an understanding of the concepts of printmaking.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • make simple prints using their hands. • explore the school environment and take rubbings of the textures they find. • create printing plates by pushing objects into plasticine, cutting shapes out of foam board or drawing lines into foam board. • use the plates they have made to create symmetrical or sequenced prints. 	<p>In Computing, we will begin to understand that labelling, grouping and searching are a common operation in many applications.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • count, describe and group objects in different ways. • identify labels for grouped objects. • compare groups of objects by describing their properties. • understand that objects can be grouped in more than way. • decide how to group objects to answer specific questions. • record and share data; understanding that it can be presented in different ways. 	<p>In D&T, we will be using the principles of a healthy and varied diet to prepare smoothies. We will learn a range of food processing skills using child-friendly utensils in a safe manner. We will conclude our learning by designing, making and evaluating our own smoothies.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare smoothies. • use their senses to evaluate qualities of ingredients such as appearance, smell, taste, texture (how it feels in your mouth). • use simple child-friendly utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
<p style="text-align: center;">Geography - Local Geography</p>	<p style="text-align: center;">Music - The Magical Toybox</p>	<p style="text-align: center;">Physical Education</p>
<p>In Geography, we will be carrying out fieldwork to investigate our school and its surrounding area.</p>  <p>We will be navigating the school grounds using simple compass directions; North, South, East and West. To help us remember these we will be using the mnemonic ‘Naughty Elephants Spray Water’.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise key landmarks and features. • devise simple maps and construct basic symbols for a key. • use simple fieldwork and observational skills to study the geography of the school. • use locational and directional language (near and far, left and right) to describe the location of landmarks. • use simple compass directions to describe the location of landmarks. 	<p>In Music, we will continue to learn about the harp, flute and bassoon and we will sing songs together that feature these instruments.</p> <p style="text-align: center;">Song One: Making Friends Song Two: Let’s Get Ready Instruments: Meet the Instruments</p> <p>Your child will be learning;</p> <ul style="list-style-type: none"> • to sing songs with increased vocal control, responding to visual directions and counting in. • to understand basic musical structures (rhythm, pulse, pitch, timbre and texture). • to think critically about music we have heard. • to develop and expand their understanding of rhythmic notation. • to play classroom percussion musically and explore how music is created, produced and communicated. 	<p style="text-align: center;">Dynamic Balance to Agility: Jumping and Landing</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • jump forwards and backwards on two feet, bending their knees as they land. • jump from side to side, keeping their feet a shoulder width apart. • jump with varying speeds, starting slowly and speeding up. • jump and turn in a given direction, keeping their heads upright. • jump from two feet to one foot, keeping their balance as they land. <p style="text-align: center;">Static Balance: Seated</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • sit down and hold a balance, keeping their head upright and still. • hold a seated balance for 10 seconds. • move an object from one side of their body to the other whilst maintaining a seated balance.
<p style="text-align: center;">Religious Education</p>	<p style="text-align: center;">Science - Exploring Everyday Materials</p>	<p style="text-align: center;">History – Events Beyond Living Memory</p>
<p>In Religious Education, we will continue to explore our two focus belief systems; Christianity & Islam. We will be exploring celebrations, books, places, objects and symbols which are special to Christians, Muslims and Hindus.</p>	<p>Your child will be learning to;</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made. • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • describe the simple physical properties of a variety of everyday materials. • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>In History, we will be learning about events that happened in the past. We will be focussing on the 5th November (The Gunpowder Plot).</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • talk about significant events • develop their awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after. • order events on a simple timeline.