

### Term 5 topic:

This term our topic is "We're off on a journey" which will link with learning about transport and places e.g town/farm/seaside. We will be reading the story "The Train Ride" as the key text for our topic, and talking about all the places the child goes past on their journey. Please see the attached topic grid.

#### **\*Advanced notice to bring in your bike/scooter\***

As part of our topic the children are invited to bring in their bike or scooter on Friday 30<sup>th</sup> April. We will be looking at how they are made, and how they move, so that we can create a class book all about them. Please remember helmets too!

### Forest School:

Thank you for filling in the Google form about helping at Forest School - I will be in touch with those of you that volunteered to let you know the rota.

Please remember the children can come into school on Wednesdays in their Forest School clothes. Even in the warmer weather Forest school kit is trousers and a long sleeved top to avoid stingers or getting scratches if climbing. For warmer days children can have a t shirt underneath for in school, and don't forget a hat!

### Foundation

Mrs Ball & Mrs Dann

### Reminders:

**Getting in touch:** Thank you for using the class email when you need to get in touch. I check this on a Wednesday and Friday. For anything urgent, please email via the school office.

**Weather reminder:** As the weather (hopefully!) warms up please remember to send in a named sun hat, and to apply suncream before school. On Forest School days it is still advisable to send in waterproofs if the forecast is changeable!

**PE:** This will continue to be on a Friday afternoon and the children are asked to bring their kit in ready to change after lunch.

### Reading:

The routine of returning reading books on Tuesdays and bringing new ones home on Tuesdays is working well so we will continue with this system for the summer terms.

We have also started giving the children a coloured book banded book that they can bring home to share with you too. The children are able to choose this book from a selection and there is a mixture of stories and non-fiction. Please use the Google classroom assignment to let me know how your child is getting on with their reading.

The children can bring their book bag in every day, as they use it for bringing art work home too! Please ensure water bottles are not put in them as if they leak they will ruin the books.

### Supporting your child at home:

Now that we are all used to Google classroom, I would like to invite you to use the assignments on there to share with me any activities from home that could link to our learning in school, as well as 'WOW' moments where your child learns a new skill. We would love to hear about activities at home - this could be great sharing with a sibling, showing empathy for others, riding a bike or other physical activities at home, sharing stories or playing games together. We would also like to know about the types of technology your children are using/talking about at home - e.g. using a device to play games, using remote control toys, listening to stories or music or asking to Skype/Facetime relatives.

As we are not able to have paper reading records this year, I will also use the Google classroom to hear from you about how your child is getting on with the reading books we send home. It is useful for me to know how much support they needed, if they were reading by sight or sounding out the words, and if they can talk about and understand what they have read - e.g. talking about the events in the story, how the character might feel, or talking about the facts from non-fiction books.

I will create a 'home learning' and a 'home reading' assignment every week that you could add comments or photos to. If possible, please try to put something on each assignment every week so I can add it to my assessments in class. This way I get a more rounded picture of what your child can do, as they often show things at home that they wouldn't show at school.

<b>Classroom Environment</b>	<ul style="list-style-type: none"> <li>✓ Inside to be set up based on the interests of the children. Outside - train station to be set up with the children</li> </ul>	<b>Educational Visits</b>	<ul style="list-style-type: none"> <li>✓ None this term.</li> </ul>
<b>Wow Factor Launch</b>	<ul style="list-style-type: none"> <li>✓ Children invited to bring in bikes/scooters - Friday 30<sup>th</sup> April</li> </ul>	<b>Key Texts</b>	<ul style="list-style-type: none"> <li>✓ The Train Ride</li> <li>✓ Wheels, Wings and Other Things</li> <li>✓ Non fiction about transport</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>✓ Art gallery - landscape paintings linked to The Train Ride.</li> <li>✓ Class story</li> <li>✓ Non fiction leaflet about transport</li> </ul>	<b>Activities parents can do to support.</b>	<ul style="list-style-type: none"> <li>✓ Talk about the transport you have used in the past - train/bus/plane.</li> <li>✓ Talk about how things move</li> <li>✓ Daily reading and sharing stories</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>✓ Talking about why things happen and how they work - thinking about transport</li> <li>✓ Topic vocabulary linked to transport</li> <li>✓ Asking questions</li> </ul>	<b>Personal Development</b>	<ul style="list-style-type: none"> <li>✓ Feelings, showing emotions, dealing with 'cold prickly' feelings (what we do when we are feeling cross/sad/grumpy)</li> <li>✓ Showing empathy for others - how we can look after our friends</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>✓ Letter formation - starting letters in the right places</li> <li>✓ PE - mulitskills - on Fridays</li> <li>✓ Thinking about how we stay healthy</li> <li>✓ Forest School - on Wednesdays</li> </ul>	<b>Maths</b>	<ul style="list-style-type: none"> <li>✓ Recognising and ordering teen numbers</li> <li>✓ Counting on and back to add or take away</li> <li>✓ Looking for patterns in numbers</li> <li>✓ Shapes - 2D and 3D and using vocabulary to describe them</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>✓ Writing simple sentences, using capital letters, finger spaces and full stops.</li> <li>✓ Phonics - using the sounds we have learned so far to read and write longer words, focusing on Letters and Sounds Phase 4 (hearing consonants together e.g. frog, hand)</li> <li>✓ Spelling tricky words</li> <li>✓ Making non-fiction leaflets about transport</li> <li>✓ Retelling events in the story</li> </ul>	<b>Expressive art and design</b>	<ul style="list-style-type: none"> <li>✓ Painting landscapes</li> <li>✓ Choosing resources to make models and pictures of transport.</li> <li>✓ Making up imaginative stories in play</li> <li>✓ Songs linked to the topic. (singing outside!)</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>✓ How things move - exploring types of transport</li> <li>✓ Sinking and floating - linked to ships</li> <li>✓ Transport in the past</li> <li>✓ Programming the beebots to follow a path.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocabulary related to the geography of transport - cars on roads/motorways, trains on tracks etc.</li> <li>✓ Seasonal change at Forest School</li> <li>✓ Naming and describing some plants</li> </ul>	

Vision themes:

<p><b>Critical thinking and problem solving</b></p> <ul style="list-style-type: none"> <li>✓ Having their own ideas in exploring time and creative activities.</li> <li>✓ Investigating how things move.</li> </ul>	<p><b>Physical and mental well-being</b></p> <ul style="list-style-type: none"> <li>✓ PSHE activities - Family Links</li> <li>✓ Snack time routines</li> <li>✓ Active outdoor activities daily - exploring our playground and climbing frame!</li> <li>✓ Forest School</li> <li>✓ Talking about what we are good at, and what makes us special.</li> <li>✓ Talking about how we stay healthy</li> </ul>	<p><b>Local and Global citizenship</b></p> <ul style="list-style-type: none"> <li>✓ Talking about travelling to different countries</li> </ul>
<p><b>Communication and social skills</b></p> <ul style="list-style-type: none"> <li>✓ PSHE activities</li> <li>✓ Sharing resources</li> <li>✓ Talk partners - Taking turns in conversation, and being a good listener</li> <li>✓ Topic vocabulary about transport</li> </ul>	<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>✓ Having their own ideas - designing a vehicle</li> <li>✓ Imaginative role play</li> <li>✓ Making up own stories</li> <li>✓ Creating landscape pictures</li> </ul>	<p><b>Key Academic Skills</b></p> <ul style="list-style-type: none"> <li>✓ Counting and recognising numbers to 20</li> <li>✓ Recognising basic shapes and describing them.</li> <li>✓ Phonics - consolidating digraphs (sounds made with 2 letters e.g. sh, ai), practising ccvc/cvc words - with adjacent consonants e.g. crab/went.</li> <li>✓ Phonics - beginning to listen for sounds in longer words.</li> <li>✓ Speaking and listening</li> <li>✓ Letter formation - in letter families:             <ul style="list-style-type: none"> <li>○ a c d g o q</li> <li>○ b h k p m n r</li> <li>○ i l t u w y</li> <li>○ z x v</li> <li>○ e j f s (odd ones out!)</li> </ul> </li> </ul>