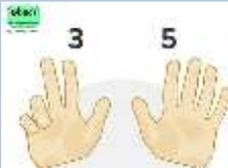


What we will do in school...	What you could do to support this learning at home...
<p><b>Social Communication Skills</b></p> <p>The children will be encouraged to be effective communicators, all day, every day. 'Language partners' will be encouraged to use subject-verb-object (SVO) phrases to request and to comment both with adults and with peers, and to include adjectives or position words e.g. <i>Claire give little red car.</i> We will continue to help them to recognise and label their feelings, and to choose appropriate strategies to regulate their emotions, e.g. <i>You are feeling cross. Do you want some help or space?</i></p> <p>'Conversation partners' will be encouraged to talk in clear sentences in a variety of contexts. For instance, they will be encouraged to ask and answer questions during 'snack chats', and during lessons. They will continue to learn to recognise and regulate their emotions using the <b>Zones of Regulation</b> and their regulation tools.</p>	<ul style="list-style-type: none"> <li>• If your child is at the 'language partner' level of communication we are happy to provide visual cues to help them communicate more effectively with you at home.</li> <li>• Label your child's emotions for them, say 'You look happy/sad/ worried' and give them a choice of strategies to help them e.g. 'Would you like some space or a cuddle?'</li> <li>• If your child is at the 'conversation partner' level of communication encourage them to talk to you. Ask them open ended questions such as <i>What would you like for dinner? Or How are you feeling? And encourage them to say why.</i> Continue to encourage use of full sentences and model use of new and interesting words.</li> </ul>
<p><b>Numeracy</b></p> <p>We will start the term with a focus on simple <b>Statistics</b>. The children will collect their own data and be taught how to record and interpret the data using tally charts, pictograms and block charts.</p> <p>Our next focus will be on <b>Pattern</b>. The children will learn to recognise pattern in the environment. They will also learn how to copy, complete and even make their own repeating patterns.</p> <p>Following this, the children will return to <b>Addition and Subtraction</b>. They will revise number bonds to 10, and 20. Some of the children will build their confidence in estimating numbers, and giving the number one more and one less up to 20. Some of the children will learn how addition and subtraction are related by learning about fact families e.g. <math>4+6=10</math>, <math>6+4=10</math> just as <math>10-4=6</math> and <math>10-6=4</math>.</p> <p>We will then move on to <b>Fractions</b>. The children will learn to recognise, find and name a half as one of two equal parts of an</p>	<ul style="list-style-type: none"> <li>• Play a simple game such as football or catch, and keep a tally of how many goals scored/balls caught. </li> <li>• Look for patterns together - on your clothes, plates, curtains, brickwork, animals... Talk about them using words such as <i>stripy, spotty, zig-zag, repeating, flowery, shapes...</i> </li> <li>• Practice making number bonds to 10 together. You could use buttons, bottle tops, Lego bricks..., or your fingers. </li> <li>• Talk about halves and quarters at home, e.g. when you are cutting sandwiches, fruit or cakes or sharing out sweets... </li> <li>• Use opportunities to talk about quantity, such as</li> </ul>

<p>object, shape or quantity, and a quarter as one of four equal parts.</p> <p><b>Measures.</b> Sycamore Group will continue their work with measurements, finishing weight before moving on to capacity.</p> <p><b>Money.</b> We will also complete our work on money, looking at how the times tables help us to add the different coins, particularly focusing on adding 2p, 5p and 10p coins.</p>	<p>full, half-full as well as metric measurements. Examples are the capacity of a carton of milk or the bubble bath bottle, as well as the level remaining in a glass of drink.</p> <ul style="list-style-type: none"> <li>• Explore the different coins with your child. Some children will be able to sort some coins into their different value types, whilst other children will be able to have a go at adding up some 2p, 5p or 10p coins.</li> </ul>
<p><b>Literacy</b></p> <p>This half term the children will study some of the stories of author <b>Julia Donaldson</b>. They will explore at least three of her stories, including <i>What the Ladybird Heard</i>, <i>The Snail and the Whale</i>, and <i>Rosie's Hat</i> learning to identify characters and rhyming words, and to sequence the stories. Linked to their Science the children will keep <b>Bean Diaries</b> to record the growth of their bean plants. They will practise writing sentences to describe their plants and will draw and label diagrams. The children will have regular phonics and handwriting lessons in small groups, and will read to an adult at least once a week. After half-term we will further develop the children's reading and writing skills through work on <b>Traditional Tales from other cultures</b> including <i>Tiddalick the Frog</i> and <i>Why Anansi has Eight Skinny Legs</i>.</p>	<ul style="list-style-type: none"> <li>• Encourage your child to read their reading book, or any other book, with you if they are willing. Please make a note of how they got on in their <b>yellow reading diary</b>.</li> <li>• Read to your child. Perhaps a story by Julia Donaldson or a Traditional Story, if you have one. Ask simple questions about the story to check that your child has understood.</li> <li>• Play phonics computer games e.g. <a href="http://www.phonicsplay.co.uk/PictureMatch.htm">http://www.phonicsplay.co.uk/PictureMatch.htm</a>   or <a href="http://www.phonicsplay.co.uk/BuriedTreasure2.html">http://www.phonicsplay.co.uk/BuriedTreasure2.html</a></li> <li>• Encourage your child to write e.g. shopping lists, birthday cards, reminders...</li> </ul>
<p><b>Humanities</b></p> <p>Sycamore Group will focus on the <b>5 Oceans</b> this term. We shall be exploring the climate of each ocean and the animals found within each. The children will look at how the Oceans are made up of various different seas and how each body of water ends up in a coastline. The children will also be exploring the <b>4 main compass points</b> (North, South, East and West), focusing on the countries that are in a particular direction of each Ocean. We will move on to exploring a map, using grid references to find a particular location on a map.</p>	<ul style="list-style-type: none"> <li>• Talk about sea animals with your child, focusing on details such as whether the sea creatures prefers warm or cool water, whether they are near to humans or far out at sea, or whether they are dangerous to humans.</li> <li>• Think about the food groups that each sea creature falls into - see Science below.</li> <li>• Take opportunities to point out North, South, East and West.</li> <li>• Explore a map together with your child, pointing out how each area relates to a certain grid reference.</li> </ul>

## Science

Our focus this half-term is **Plants**. The children will plant beans and sunflower seeds and will record their growth.

Through a simple experiment they will learn what plants need to grow healthily. They will learn to recognise common wild flowers and trees, and to identify their main parts.

In the second half-term we will look at **Animals**. They will learn to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and will learn which are carnivores, herbivores or omnivores. They will also describe and compare their structure. The children will have a fantastic opportunity to put their knowledge to the test during our visit to Whipsnade Zoo in June.

- Try growing something in the garden or on the windowsill at home - cress seeds are very easy to grow and you don't even need soil!



- When you are out and about help your child to identify common wild plants and trees e.g. daisies, dandelions, buttercups, oak trees...



- If you have a pet, challenge your child to name its body parts, and talk about what it eats. Is it a herbivore, a carnivore or an omnivore?



## Design and Technology

The children will be learning a variety of cooking skills including chopping, peeling and mixing, and at the same time learning about the importance of healthy eating. Through recipes including cous-cous salad, fruit smoothies and sea-side salad we hope to encourage the children to try a wide variety of foods. The children will be encouraged to evaluate each recipe once they have made them and tasted them

- Encourage your child to help you in the kitchen - peeling and chopping, stirring and mixing.
- Children are more likely to taste food they have prepared themselves!



**Swimming** will continue every Monday. Please send your child in with a swimming bag containing shorts/costume and a towel.

**Toys from home** If your child brings toys or other personal items into school, to avoid disruption to them or their peers, the items will be put in a box in the office until home time, when they will be returned to them.

**Spare Clothes** Your child will have opportunities to engage in sensory activities including messy play with water, sand, paint, etc. Although the children are encouraged to wear aprons, accidents do happen! Please send a spare set of clothes [**named please!**] for your child in case they should need to change.



**Home-School Book** Please check the book every day.

**Remember - the Home- School book is for you too!!** Please feel free to write what your child has been up to at home, any new achievements and any concerns or questions you may have. If your child has missed breakfast, had a bad night's sleep, or anything else - please let us know so that we can care for them accordingly.

**Thank you** for taking the time to read this term's information. If you have any other queries, please don't hesitate to contact us.

***Claire, Alison***

***and the Sycamore Team - Vanessa, Angela, Tahira and John.***