

A stroll in the woods



Autumn Term 2

Class 1 EYFS/Y1/2

English

Our topic based around the woods will begin with a unit of work exploring different versions of Goldilocks and the Three Bears. We will focus on our sentence writing skills to write descriptions, wanted posters and finally we will retell the story of Goldilocks. When writing we will be thinking about leaving spaces between our words and using acapital letters and a full stops.

Handwriting

KSI The long ladder family
EYFS/Y1 forming letter families.

Phonics/Spelling We continue using our new phonics programme 'Unlocking letters and sounds' for our daily phonics lessons.

EYFS	Unlocking letters and sounds-phase 2. s a t p l n m d g o c k c k e u r Reading the tricky words the to into
Y1	Unlocking letters and sounds-during term 1 we will revise phase 4 where we blend longer words using the phonemes we've already learned. We will also begin to learn some of the national curriculum spelling requirements for Y1 beginning with adding suffixes such as ed, ing and s to words where no change is needed e.g jumped. We will revise reading and spelling the common exception words we've learned so far.

Reading

We will use the VIPERS text focus objectives (vocabulary, inference, prediction, explain, retrieve, and sequence) to discuss books, illustrations and extracts from stories.

Children will bring home a fully decodable reading book for them to read to you as well as another book of their choosing if they wish to share together (these books will be marked with a heart sticker) Please read with them for 10 minutes everyday if you can and write any comments on your child's reading in their reading record and return it to school daily. We ask that at the early stages of reading, books are read three times, once for blending, then to read with more flow and fluency and finally to ask questions about the book they're reading using the Vipers question sheet that you'll find inside your child's reading record. Reading books will be changed each Monday and Thursday and whenever your child is



Mathematics

EYFS

Matching and sorting objects
Comparing size, amounts, height, length
Copy, continue and create own simple repeating patterns

KSI

Place Value

Sorting, counting and representing objects.
Reinforce numbers to 10-counting forward and backwards and reading number words. Finding 1 more/less and comparing groups and numbers. Ordering numbers and using a number line.

Addition

Using a part-whole model, learning our addition facts up to 10 and number bonds to 10. Exploring addition fact families. Solving addition number problems.

Science

Wild Weather!

Seasonal changes

Computing

Digital painting & photography

Enrichment Activities including Outdoor Learning

Forest school each Wednesday afternoon.

Buddy activities—paired reading.

Cinema trip. Bethlehem Bake Off Nativity Play!

Children in Need/Anti-bullying

How can you help your child at home?

Please log on to **GOOGLE CLASSROOM** for details of all Class 1 homework and extra resources, more will be available as the term progresses.

Daily reading with an adult is one of the most important ways you can support your child's learning.

Music

This term we will continue to learn to play the ukulele with a specialist music teacher.

We will be learning Christmas carols and songs for our Nativity play

Geography

Guy Fawkes & The Gunpowder Plot (The Four Seasons)

PE

Weekly PE with Miss Lewis

Multi skills activities.

DT

Eating more fruit & vegetables!



PSHE/RSE

Valuing Difference

Value for Life theme this term is **Creativity**.

Religious Education

What does it mean to belong to a faith community?

Remembrance & Christmas.

Early Years Foundation Stage-Characteristics of Effective Learning.

Children in the Early Years Foundation Stage learn by Playing and Exploring, Being Active and through Creative and Critical Thinking. These are referred to as the 'Characteristics of Effective Learning'. We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Playing and Exploring-finding out and exploring, playing with what you know and be willing to 'have a go'.