

Our topic this half-term is called: '**This is me!**' and we will be asking the question, 'Who am I?'. We will learn all about the importance of looking after ourselves both physically and mentally with PSHEC and **Science** will be the lead subjects.

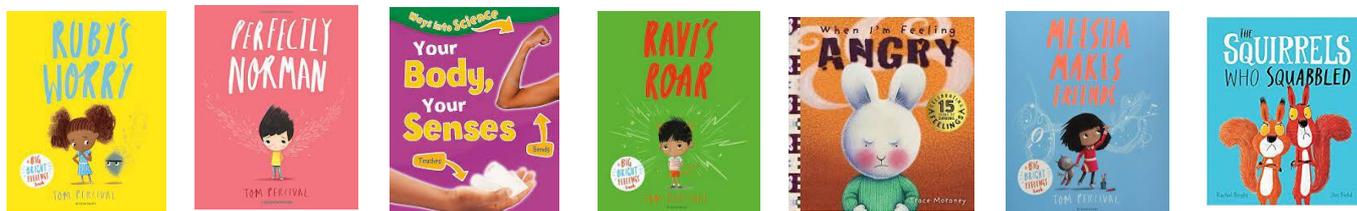


As **writers**, we will be learning, planning and writing around the text 'The Colour Monster' and Our Senses. Our writing will link to our PSHEC work on understanding how we are feeling. We will also use the poem 'The Sound Collector'. Our focus this half term we will be on the process of writing – thinking about what I want to write, saying what I will write, writing using the phonics that I know and checking that my writing makes sense. We will be working on using a capital letter for the personal pronoun 'I' and using finger spaces to separate words in a caption or sentence.

As **readers**, we will be continuing to develop decoding skills and developing fluency when reading. We will be learning the different graphemes that can make the ee and ai sounds. After each sound family has been taught, we will send home a copy of the graphemes and words with the graphemes in for children to practise their blending skills. This half term the children will be introduced to rocket retriever reading character to support them in developing retrieval skills. The children will be retrieving answers to questions from the text they are looking at.



We will have a text each week that we will read to the children daily. This half term these books link to our PSHEC focus.



As **mathematicians**, we will be developing our counting skills, counting forwards and backwards within 30. The children will use the language of equal to, more than, less than, fewer, most and least to compare amounts to 30. They will then use this understanding to reason about the location of numbers to 30 on a number line. The children will use their developing understanding of place value when learning about length and mass. We will finish the half term with addition and subtraction unit of work. During this half term the children will be consolidating their learning around composing and partitioning numbers to 5 to ensure they have rapid recall of the number pairs and the associated subtractions.



As **educated citizens**, we will be learning about how to keep ourselves healthy – physically and mentally. Full details can be found at the end of this newsletter. Our whole-school value this half-term is **Kindness**.

As **scientists**, the children will be learning to identify, name, draw and label the basic parts including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. They will recognise that humans, have many similarities and through working scientifically they will compare and contrast humans describing similarities and differences in features such as eye, hair and skin colour. This will link to our PSHEC work recognising what makes them special and unique and how they are the same and different to others. It will allow the children to discuss the ways they are the same and different from their friends. The children will then learn which part of the body is associated with each sense and work scientifically to compare smell, texture and sound.



As **geographers**, the children will explore what are school building and the school grounds like. They will use maps to find out where our school is in relation to the larger settlement. They will find out what the human and physical features there are within a short walking distance from our school. They will use digi-maps to identify changes that have occurred and explore possible reasons for these changes.



As **designers**, the children will be making a winter fruit kebab. The children will focus on preparing the fruit this unit – using a peeler, knife and grater. The children will find out which fruits are ready to harvest in our school grounds and will use these for their fruit kebab.

As **Artists**, the children will explore and use a variety of tools including charcoals, pastels, crayons, chalk and watercolours. They will look at, apply and develop their vocabulary to discuss the use of line, shape and colour in their drawings whilst creating self-portraits. The children will explore the best way to hold the art tools for control and detail or for sketching. We will be looking at portraits by the artist Chloe Wise and will compare this to the work of the illustrator Quentin Blake.



As **sports people**, the children will continue to master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. The children will have access to our fundamental skills area to further develop these skills outside of the PE lesson. Children will need to wear their PE kit to school every Friday.

As **theologians**, we will be learning about Christianity. We will explore the question, 'Why do Christians say that God is a 'Father?'. The children will learn that Christians: refer to God as 'Father'; might compare God to a loving parent; and Christians might want to talk to God (pray).



The children will have the opportunity to talk about love in families, talk about the ways they are cared for and supported by family members, to reflect on their own role within their family and discuss who they can talk to when they are happy, sad or worried.

#### Key Vocabulary:

- **RE:** belief, Christian, prayer, Father, rituals.
- **Art:** portrait, vivid, bright, dark, light, strong, fluent, broken, straight, curved
- **Science:** head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. sense, eye, sight, see, ear, hear, touch, feel, nose, smell, mouth, taste, compare, similar different, scientifically.

**Home Reading:** Every child will be expected to read daily for at least 20 minutes. We will monitor reading records every Friday for four adult signatures.

#### Mental Health

- recognise and name some feelings that they might have
- explain how feelings can make their bodies feel inside
- describe how other's might be feeling
- identify who can help them with feelings, and how they can help others

#### Physical Health and Wellbeing

- ways to take care of themselves on a daily basis
- what it means to be healthy and why it is important
- how physical activity keeps people healthy

- Begin to understand how to get plenty of physical activity throughout the day during their normal routine
- choose physical activity/sport activities that they enjoy
- understand the need to drink more water when being active

### **Keeping our bodies safe**

- Name the different body parts, including private parts, and understand the differences between males and females
- Understand that our body belongs to us and that people need permission to touch our bodies
- Understand that it is not always right to keep secrets if they relate to being safe
- Know what to do if we feel unsafe, when finding things difficult, or when things go wrong
- Recognise what makes them special and unique and how they are the same and different to others
- Understand that all families are different and value the way in which their family is special
- Understand that families are important for children growing up because they can give love, security and stability
- Raise awareness that toys are marketed at different sexes

### **Friendships and Anti-Bullying**

- tell you what being a good friend means to me
  - understand how important friendships are in making us feel happy and secure
  - tell you some ways in which I am the same and different from my friends
  - know that when you feel sad it effects the way in which you behave and think
  - know it is normal to have disagreements
  - know how to make up with a friend when we have fallen out
  - know what happens on the inside and the outside of my body when I start to get angry
  - know some ways to calm down when I am starting to feel angry
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