**Honey Pots: Curriculum Information Letter**

**Teachers:** Miss Blake

**LSA:** Mrs Strachan and Mrs Watteeux

**P.E. Lesson:** Thursday **GAMES LESSON:** Friday

**Homework: given:** Reading aloud daily for the first few weeks followed by spellings and either English or maths.

**Reading:** Please read with your child at least **5 times.** Once you have heard your child read please add a comment, date and sign.

**Autumn Curriculum**

**Topic: Inspiring people and toys (old and new).**  Many of your child’s lessons will feed into this topic. Below is a synopsis of how the topic will be studied and some opportunities to extend the learning at home.

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| **English** | Practising phonics to aid spelling, reading and the writing of words. Looking at quest and familiar setting stories. Practising using lists, letters and signs. Continual practice of letter formation and handwriting.  |
| **Mathematics** | Counting, properties of number, place value and ordering numbers. Understanding + and -. Money and real life problems, measures, models and patterns. Shape and space – 2D and 3D shapes, Handling data. |
| **Science** | Seasonal differences (to be continued in the summer term): Observe changes throughout Autumn & Winter. Observe and describe weather associated with these seasons, including day length. Plants: Identify and name common garden and wild plants and trees (deciduous and evergreen). Identify and describe basic structure of common flowering plants, including trees. |
| **Computing** | Bug Club, Simple Coding |
| **History/ Geography**  | Pirates: Continents & Oceans. Famous Pirates - Grace O’Malley, Blackbeard. Toys: the old and the new. Changes within living memory |
| **Religious Education** | Is everybody special? Celebrating special occasions. |
| **P.E. / Games** | Dance/ Gym Games will be taught by an external PE teacher |
| **Art / Design and Technology** | A variety of activities including construction, collage, painting, drawing and junk modelling.  |
| **Music** | Exploring Sound – using body, voices & instruments to make music using shanties and nursery rhymes. |
| **Personal, Social and Health Education** | Health and well-being. Recognising and expressing feelings |

**Practical ways to support your child’s learning:**

* Your child needs to able to change for PE independently- wherever possible they should aim to be able to do their own top button and tie.
* Help your child to learn their tricky words. It doesn’t need to be only pen and paper (writing in the bath bubbles/on a steamed up mirror/computer). Put words into short easy phrases. They can copy your phrases and then make up their own.
* Count lots of different objects in as many contexts as possible. Ask questions like what is one more/ one less/ how many more do I need? (trips to supermarket, recipes, etc.)

**Possible family visits/ activities which would enrich your child’s learning:**

* Reading and writing in different contexts: shopping lists, labels, instructions, books and magazines
* Royal Maritime Museum London. <http://www.rmg.co.uk/schools>
* Encouraging children to use their imaginations and be creative in different situations.
* Local walks looking at the changes in seasons and the effects seen.
* Online Bug Club activities