

I will become a **confident communicator**.

Communication and Language (CL)

- I will share news about something I have done over Christmas **AND** I will listen to the news of others in the class.
- I will ask questions to find out more.
- I will follow instructions with 2 parts.
- I will begin to use past tense and recount past events.
- I will use and join in with repeated phrases from key stories.

*Sharing and discussing the things I have done at school, using Tapestry photos, **at home** can help with my communication and language too!*

I will become an **independent individual** and a **fantastic friend**.

Personal Social Emotional Development (PSED)

- I will independently choose where I would like to play, joining in with others play and allowing others into my games.
- I will look after schools' resources, toys and games- showing respect.
- I will show understanding of knowing right from wrong and try my best to behave accordingly.
- I will express my feelings and consider the perspectives of others.
- I will continue to practice taking turns and sharing resources.

*When I am feeling different emotions **at home**, encourage me to think and talk about why I felt like that. Play a turn taking game with me!*

I will become an **agile athlete** and a **talented tool operator**.

Physical Development (PD)

- I will take part in fine motor 'Funky Finger' games and activities to continue to strengthen my fingers to support my writing.
- I will learn new skills in Chelsea PE. *Watch this space for our new sport!*
- During our hall time, I will begin to combine different movements and master familiar yoga poses!

Please continue to encourage me to cut my own food up at home.

I will become an **exceptional explorer** and a **compassionate citizen**.

Understanding the World (UtW)

- RE for this half term is about **Jesus the Storyteller**.
- We will be exploring different materials - glass, plastic, metal and wood and having a walk around the school to find these materials.
- We will be looking at features of a castle and learning about the Royal Family Tree.

It would be lovely to continue this learning at home, by looking at your family tree (it doesn't have to go too far back!) See next page for details!

I will become a **dynamic designer**, an **adventurous artist** and a **proud performer**.

Expressive Arts & Design (EAD)

- The children will be designing and making their own castles and other things such as shields.
- We will transform the role play area into a castle, using what the children learn about castle features.
- Dressing up/role play as knights/kings/princesses etc.



Castles!

Cook Class Spring 1



I will become a **brilliant bookworm** and a **wow writer**.

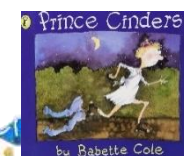
Literacy (L)

We will continue our Phonics learning following the Read Write Inc Scheme. And using Literacy Tree to develop our writing skills. Our key text this half term is 'If I were a King...'

- The children will be retelling key stories, creating their own characters and even their own stories.

Please help me at home by practising my sounds, making words for me to read and reading stories with me.

We will be practising our letter formation, writing simple words and labels/captions, any practice at home would really help.



I will become a **master of maths**.

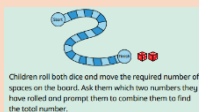
Mathematics (M)

We will continue our Maths learning following NCTEM Mastering Number and White Rose maths framework.

- Using 2 or 3 smaller numbers to make a whole. Looking at different ways we can make up numbers.
- Adding 2 numbers together.
- Doubling smaller numbers.



Can children show a number in three parts?



Children roll both dice and move the required number of spaces on the board. Ask them which two numbers they have rolled and prompt them to combine them to find the total number.

Wow! I am so impressed with the number of children that have reached their 50 reads! Well done rocket readers!



If you have visited a Castle, add any photos to Tapestry to share with the class

Topic Vocabulary

At the beginning of each unit/topic we send home a 'word list' to help develop children's communication skills. Most important is that they use them orally and within sentences when talking about what they have been learning, but there may be some simple words that they will start to read or even write. We will be using lots of the vocabulary throughout the term and it would be beneficial if you could be talking about and use them at home too.

Anchor Words	Goldilocks Words	Step On Words
<p>-Children have a thorough understanding of these words.</p> <p>-Everyday language used at home and school in daily interactions.</p> <p>-Children will have become familiar with these words through prior teaching and exposure.</p>	<p>-These are really useful words.</p> <p>-Likely to be encountered again in reading or oral language.</p> <p>-Words that are topic specific but important to the topic.</p>	<p>-Words that are particularly topic specific and less likely to encounter in daily interactions.</p> <p>- Advanced vocabulary they are likely to encounter again later on in education.</p>

Anchor Words	Goldilocks Words	Step On Words
<p>-castle</p> <p>-tower</p> <p>-flag</p> <p>-sword</p> <p>-shield</p> <p>-king</p> <p>-queen</p> <p>-prince</p> <p>-princess</p>	<p>-knight</p> <p>-soldiers</p> <p>-armour</p> <p>-dungeon</p> <p>-palace</p> <p>-history</p> <p>-past</p> <p>-present</p> <p>-future</p> <p>-moat</p> <p>-protect</p> <p>-bow and arrow</p>	<p>-turrets</p> <p>-portcullis</p> <p>-drawbridge</p> <p>-ramparts</p> <p>-defend</p> <p>-ruins</p> <p>-royal family</p> <p>-family tree</p> <p>-coat of arms</p> <p>-fort</p> <p>-gatehouse</p>

Family Tree

Linking with our topic 'Castles' we will be looking at who lives in castles, who the royal family are, the king's role and create a simple royal 'family tree'.

It would be lovely to continue this learning at home, by looking at your family tree (it doesn't have to go too far back!). In the past we have had them written out with names, some with photos, some drawn, some done on the computer. It is completely up to you how you do it (it isn't compulsory!). Historically families have commented on how they have enjoyed completing this mini project with their child and bought up lots of discussion and memories together.

Please bring in to school or upload to Tapestry, any time between now and February half term 😊

e.g. Mrs Garrett's family tree-

