**Fieldmice Class 2020**

**Summer Term 1**

**‘All around my home’**

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| Dear Families,This half term we will be focusing on our homes, the villages we live in and our local environments. How to help at home:* Encourage your child to read to you at home and use their phonic knowledge to help them decode new words.
* Reinforce all phase 2 and phase 3 sounds and tricky words taught in phonics.
* Look at the different buildings, features and places of your local village when you go on your daily exercise.

Thank you for emailing photos about your child’s home learning experiences it is greatly appreciated and we enjoy seeing how the children are continuing to develop and learn during these unprecedented times. I hope you all continue to keep safe and well and can have some fun and enjoyment at home amidst all the chaos and uncertainty.If you have any questions or concerns about your child’s home learning please do email me on fieldmice@greatwilbraham.cambs.sch.ukMrs. Forshaw |
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| **Characteristics of Effective Learning** | **How will my child be encouraged to be an effective and motivated learner?** |
| **Playing and Exploring** | By taking on the role of story characters or acting out the stories of ‘The Three Little Pigs’, ‘The Gruffalo’ ‘The Tiger who came to tea’Using their senses to explore their immediate environment and the environment around them. Seeking the challenge to try and recreate their street/ village using reclaimed materials. |
| **Active Learning** | By showing high levels of interest and enthusiasm in their local environment by attending to details around them. Embrace the challenge of trying to recreate their own home using reclaimed materials. |
| **Creating and thinking critically** | By choosing how to make a model of their home, which resources will they use and why? – plan, make a decision on how to develop the task, solve a problem and reach the goal. |
| **Key Questions to ask**  | **What do you know about your local village?** **What significant places are in your local village ? ( eg shop, church, park)****What different types of houses are there in your street ? ( bungalow, semi detached etc)** |

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| **Area of Learning** | **What will my child be learning through adult input and play based activities?** |
| **Personal, Social and Emotional Development** | **Managing feelings and behaviour-** Talk about their feelings and behaviour and talk about how these changes in home/ school routine are making them feel.**Making relationships-** Talk about their work and encourage them to play games and work with others.**Self Confidence and Self Awareness-** Encourage children to try and find their own resources to build models and talk about what they have achieved. |
| **Physical Development** | **Fine motor skills-** the children will develop these through using pencils, scissors, pouring drinks and building using construction materials.**Gross motor skills**- the children will have opportunities to pedal and steer bikes, climb, balance and develop their throwing and catching skills.  |
| **Communication and Language** | The children will develop language and vocabulary related to their houses and homes. They will name the rooms in their homes, the different types of houses, the furniture in our homes and their purpose. |

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| **Area of Learning** | **What will my child be learning through adult input and play based activities?** |
| **Literacy** | **Reading-** Focusing on fiction and non fiction texts about homes -eg- **‘The Three Little Pigs’, ‘The Gruffalo’, ’ The Tiger who came to tea’ and ‘ My Granny went to market around the world’.** The children will be encouraged to use their phonic knowledge to decode simple sentences and talk about what they have read. They will talk about the different types of houses the characters lived in. They will be encouraged to create their own story maps and retell the stories in sequence.**Writing-** We will be using our phonic knowledge to write about the the three little pigs and a wanted poster to capture the wolf. We will be introduced to story language. They will talk about and write about the stories they have read. |
| **Phonics** | **YR-** will focus on phase 3 sounds **– j,v,w,x, y, z,zz, qu,** and revising digraphs and trigraphs**- ch,sh,th,ng, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure,er.** The children will be taught to read and spell the tricky words**- no,go, I, the,to, he, she, we, me, be, was,they, my.** **YN-** will focus on phase 1- oral blending and segmenting. We will use robot talk to break words down into individual sounds. |
| **Maths**  | **YR-** We will be adding and subtracting using single digit numbers. We will be recognising and naming 2d shapes. The children will be ordering items according to their weight and size. **YN-** will recognise numerals to 5. They will look and find numbers in the world around them. Look at different shapes around them and talk about their curvy/ straight edges. |
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| **Area of Learning** | **What will my child be learning through adult input and play based activities?** |
| **Understanding the World Around Us.** | **Focusing on our Topic**: learning the names of the different types of houses people live in. Comparing where we live to how people live around the world – in igloos, tents, appartments. How is our local environment different from others? Discovering more about how we live is different to people in the world around us.**Technology-** to take photos of 2d shapes in the world us. Make/ create our own street using photos of different houses. |
| **Expressive Arts and Design** | We will be designing and creating our own homes using construction, junk materials, and drawing/ painting, We will be learning songs and rhymes related to our topic ( Can you learn these rhymes off by heart? Can you talk about the words that rhyme?)eg – Polly Put the Kettle on, This Little Piggie, Sleeping Bunnies, Pussy Cat, Pussy Cat, Alice the Camel and 10 Green Bottles? |
| **Religious Education** | We will be focusing on Pentecost and the Holy Spirit.We will look at Special books and talk about what we can learn from stories from different religions. |