

AT HOME

Sharing books, listening to stories, talking, counting objects, finding letters and numbers in everyday life (e.g. at the shops), and asking lots of questions!

HOMEWORK GUIDELINES IN P1:

10 mins per day, sharing and reading books with an adult

Websites to support learning:

www.parentcentre.gov.uk
www.bbc.co.uk/schools/
www.homeworkelephant.co.uk/
www.ngfl.gov.uk
www.rif.org.uk
www.parentsonline.gov.uk
www.topmarks.co.uk
www.channel4.com/homework/
www.booktrust.org.uk

If you have any questions at all please do not hesitate to come in and see us, either after school or make an appointment. Thank you.
Miss Newton and Mrs Van Hooven.



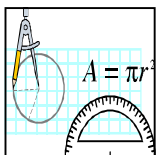
Topics for the Spring Term 2011

DAY	SUBJECT	RESOURCES REQUIRED
Monday	PE	Bring PE kit
Tuesday	Music & Drama	None required
Wednesday	Swimming & Music	Bring swimming kit
Thursday	French	None required
Friday	Toy day PE	A suitable toy from home Bring PE kit

Pre-Prep
P1

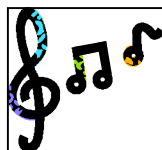
Dear Parents,

Our topic this half term is 'winter'. The work below is an example of some of the activities we will be doing and is subject to change. We cover the six areas of learning as outlined below. We will work on phonics, guided reading, writing, numeracy, topic work and structured play activities on a daily basis. This work will depend on your child's current ability and we will accommodate changes in their ability as they occur. Now the children have settled into P1, we would like them to get used to changing for PE in school. From the beginning of next term, children will no longer need to come dressed in their PE kits, instead bringing it in a named PE kit bag on a Monday and Friday. Swimming is still on Wednesday.



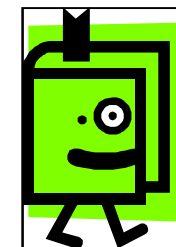
Problem Solving, Reasoning and Number

- Counting up to 10/20 and beyond (depending on ability) reliably
- Recognising numbers to 10 and beyond
- Number songs and rhymes
- Recognise 2D and 3D shapes and use appropriate mathematical language to describe them – flat, curved etc
- Pattern and symmetry
- Comparing objects bigger, smaller, more, less
- Comparing lengths- shorter, tallest smallest etc
- Compare 2 masses- heavier/lighter.
- Compare capacities full/ half full/ empty
- 1 more/1 less than and simple addition/subtraction
- Number formation
- Practical problem solving



Creative Development

- Winter wonderland and igloo role play
- Paintings- Cold colours, tones/ shades
- Ice Sculptures and ice cube painting
- Soap Flake and clay models
- Observational drawings using oil pastels
- Create sugar igloos



Communication, Language and Literacy

- Mark-making/writing for various purposes and in response to different stimuli
- Fiction – winter stories such as Percy and the Park keeper and one snowy night (Nick Butterworth), The Polar Bear and the snow cloud (Jane Cabrira), Little Polar Bear (Hans de Beer)
- Non-fiction – using books to retrieve information for topic work
- Record facts/research/observations
- Signs and labels for role play areas
- Retelling and sequencing using role play area, puppets and small world
- Children to create storyboards to sequence stories
- Describing and labelling characters and settings
- Adjectives/synonyms for 'cold'
- Instruction writing for making ice lollies/slush puppies
- Story writing



Knowledge and Understanding of the World

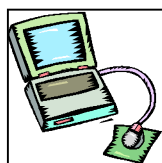
- 'cold places' explore ice and snow by constructing cold worlds in different places and with different materials
- Explore physical changes to ice – experiment with freezing and melting
- Animal habitats – which animals live in cold climates? How do they adapt? How do they keep warm? Hibernation (**Wild Life park trip to see the penguins**)
- Temperatures – insulation (how can we keep warm and healthy in winter?)



Personal, Social and Emotional Development

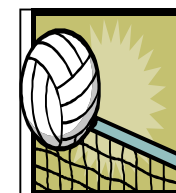
Weekly circle time sessions:

- "There's a place for me!"
- "I Like.."
- "Get Moving!"
- "I can do it!"
- "Feel it!"



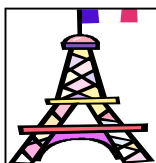
ICT

- Independent use of programmes to support key skills and topic work
- Digital camera to photograph stimulus e.g. winter walk
- Programme "Beebot" to take different directions/routes
- Voice recording equipment
- Light box for investigation
- Access to the 'listening station' for alphabet and number games or stories and rhymes



Physical Development Gross motor

- Dance – 'icicles and water'
- Outdoor play –with small and large apparatus
- 'Winter walk' in the school grounds/ woods
- Basic ball skills – throwing and catching
- Swimming



French

Colours and Animals



Creative Development

Music - singing familiar songs

- Role-play activities
- Using our imaginations to create and film a 'springtime' themed scene