

Vocabulary

detached	terraced
bungalow	narrow boat
house	home
semi-detached	cottage
flats	caravan
castle	tent



Aspiration and significant people

inventor - Ole Kirk Christiansen
invented Lego in 1949.

LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE

Famous Quote:

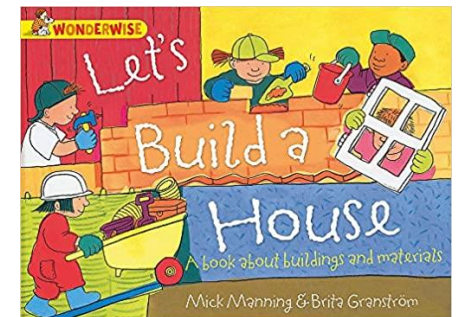
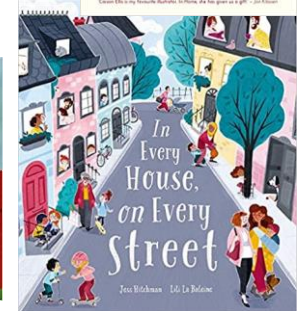
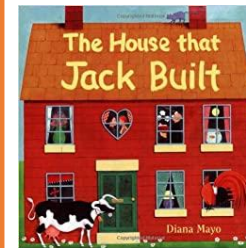
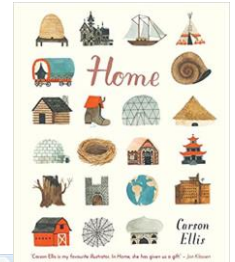
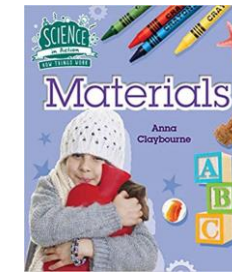
"A house is made of brick and mortar,
but a **home** is made by the people who live there."



Different Homes



Book List



Outdoor learning

Use different materials to build homes in the outside classroom for a toy.

Build a home for a gnome in the Forest.

Parental Engagement

Make a den somewhere at home...it could be inside or outside!

Make a home for your favourite toy.

Go for a walk in the community and talk about the different homes you see.

Enrichment

Visit a site where they are building homes.

Visit the Black Country Museum.

Visit Avoncroft Museum of Historic Buildings: Bromsgrove.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



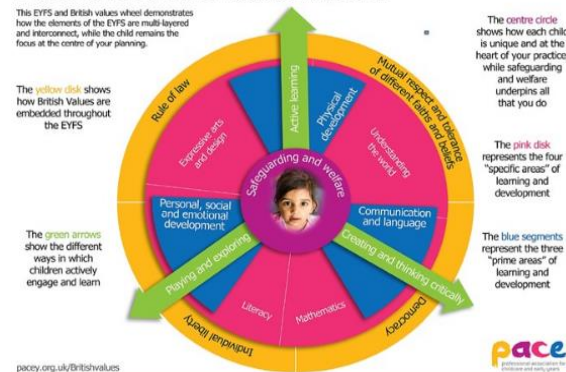
Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS and British values wheel



Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we do at school: Our Value for this half term is **Hope**. We will be reflecting & talking about what Christians know hope to mean. (E)

How you can help: Research the Bible definition of Hope. What does it mean to your family?

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe life cycles of insects. We will be asking questions using “where” and “why”, and, answering “how” and “why” questions.

How you can help: Look at minibeasts with your child and talk about what they can see. How do they move? Model talking in full sentences and use describing words.

Physical Development

What we do at school: We will be moving under, over, through different apparatus in a circuit. We will be using bats, balls and other small equipment on our own & with a partner.

How you can help: Play football, cricket, badminton, bowls, basketball & tennis!

Lovely Literacy

What we do at school: We will continue our daily phonics and handwriting lessons. We will be writing about animals and their babies, trying to write some of their names, spelling them phonetically.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position. Make a non-fiction book about animals and their young.



Marvellous Mathematics

What we do at school: we will be adding, subtracting, and finding the totals, using animals and animal babies as pictorial aids. We will be ordering animals and their babies by height and weight.

How can you help: Find the total of two groups, using interesting objects with your child and record the answer, drawing pictures and writing the number sentence.

Understanding the World

What we do at school: We will be observing and talking about our surprise arrivals. We will be talking about the similarities & differences between different bugs.

How can you help: Research your families favourite insect using books & the internet. Make your own non-fiction books. Send them into school for our Reading Lab

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we do at school: We will be using different materials to make models. We will be having a ‘Performance Lab’.

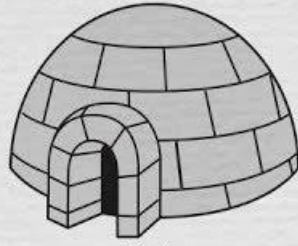
How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Create your own interesting insect.



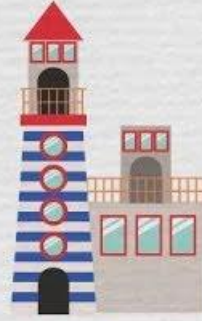
Camper van



Tent



Igloo



Lighthouse



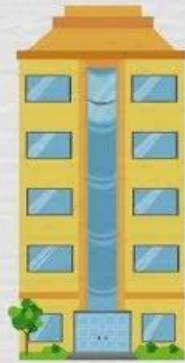
Detached house



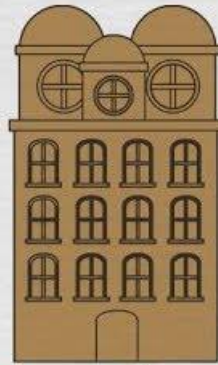
Cottage



Villa



Block of flats (UK)
Apartment building (U.S.)



Terraced houses



Castle



Semi-detached
houses



Skyscraper/
High Rise

