



Reception, Year 1 and Year 2

Dear Parents and Children

Welcome back to the start of a new school year after what has seemed a very long 6 months out, lets hope this year runs as smoothly as possible.

This term our topic is 'It's All About Me.'

Within this topic we will be looking at how we grow and change, learning about our senses and how they help us explore the world, comparing babies and adults, talking about our families and recognising how we are all different, comparing houses and homes, thinking about what we would like to be when we grow up and making a time line of our lives ... amongst many other exciting things.

As summer progresses into Autumn I would like to ask, once again, for your help to collect 'natural items of interest.' Items such as pine cones, conkers, conker shells, acorns, beautiful colourful leaves etc. from your gardens, parks and walks that the children can study under a magnifying glass and find out about how they look and feel.

Year 2 and Year 1 children. We will endeavour to have our spelling session on a Monday afternoon this year. Your child will receive spellings on a Monday to learn with you throughout the week and be tested on them the following Monday. The spellings your child receives will be connected to their phonics for that week and occasionally topic based.

This year our PE lesson will be on Thursday morning with Mr Hughes, and the children have been asked to attend school in their PE kits on this day of the week with any earrings removed before school, thank you. Your child will obviously need to be in suitable plimsolls/trainers and, as the weather turns cooler, perhaps a pair of tracksuit bottoms and a hoodie as they will also be going out for playtimes in their kit.

Take Home Project This term we are continuing our 'take home project' which your child can work on all term with you at home. The project will be linked to our topic. Reception, Year 1 and Year 2 children are to create a model of their favourite room in their house, in a shoe box. (If you have two children in the class they may work on the project together) The date for the project to be in school is to be confirmed, but will be in December.

Reception Parents, please could I remind you that your child needs a spare set of clothes, including underwear and socks, also to be kept at school in your child's locker.

Thank you for your continued support

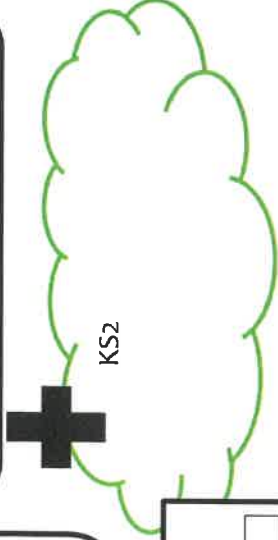
Mrs Rachel Baker

Possible Books



Learning Links

Take Home task – create your favourite room from home in a shoe box



Knowledge

- To know and name 5 external body parts
- To know my own address (street name and town/village)
- To know 3 ways to keep my body clean
- To know how to find buildings and roads on maps
- To know what I like and dislike about the place I live
- To know how I have changed as I have got older
- To be able to order people according to age
- To know how people feel according to their facial expressions
- To know who Picasso was
- To know how to mix paint and blend colours in the style of Picasso
- To be able to name 3 different ways I can move
- To know whether I am using a push or a pull to move
- To explain what is happening to my body when I move



Assessment

End of topic review/evaluation – child led
Ongoing marking – WOW and NOW – school policy
Tapestry - EYFS

Skills

- Use the internet safely and use a basic search engine such as Google
- Using maps to locate features
- Use a map key
- Cutting, joining, shaping materials
- Recording in words, pictures, charts, graphs and tables.
- Ask relevant questions
- Use simple equipment to observe ie magnifiers
- Complete a simple investigation involving asking a question, predicting results, testing a theory and making a conclusion
- To find similarities and differences between people and places
- Answer questions after making observations and recording findings in books
- Make observations and comparisons and talk about what you understand
- To draw recognisable pictures using different materials such as pencils and chalk
- To use the space on a piece of paper and cover at least half the paper with a design
- To use paint to add colour to pictures

Vocabulary

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| Portrait | A picture of a person usually showing the face |
| Address | The number or name of a house or street where a person lives |
| Hygiene | Keeping your body, teeth and hair clean for good health |
| Skeleton | The bone framework of a living thing to protect internal organs |
| Humans | An intelligent primate who have become the dominant species on Earth |
| Grow | A living thing can increase in size and change physical appearance |
| Birth | The emergence of a baby from its mother |
| Change | To make something different, to become different |
| Chronology | To arrange events in the order that they happened |
| Time line | A representation of a period of time where events are marked |
| Family tree | A diagram showing the relationship between different generations in a family |
| Living | A person, plant or animal which is not dead |
| Non-living | A person, plant or animal which is no longer living or dead |
| Home | The place where one lives permanently |
| Favourite | Preferred to all others of the same kind |
| Healthy | In good condition, in good health |
| Special | To be identified for attention and consideration |
| Different | Not the same as another |
| Disability | A physical or mental condition that limits a person's activities |
| Race | Differences such as language and beliefs that group people |
| Religion | Beliefs about how the world was made and the worship of God(s) |

