

SPENNITHORNE CE PRIMARY SCHOOL HOME/SCHOOL LINK SHEET (AUTUMN 15)



Dear Parents/Carers of children in the Rabbits Class,

You can help your child at home by following some of these suggested activities:

Curriculum Area	Areas to be taught in school	Possible activities to be done at home		
English	<p>Stories in familiar settings Fantasy stories Labels, lists and signs Information texts Poems with humour and fantasy Poems to say aloud Guided Reading Weekly spelling test</p>	<p>Please read with your child at least 3 times a week and discuss the book with them; what has happened and what they think could happen next. For older children, how could the story have ended differently? Discuss the pictures. Point out and read together notices and signs you see as you are out and about. Share different types of writing with your child; make some labels and signs for items in your house, write a shopping list. Read a variety of stories including fantasy stories or maybe make up your own story. Play games by finding words which rhyme (have the same sound). You can include real and made up words. Get some information books out of the library on an area your child is interested in making sure they are suitable and accessible to your child's age. Look for the different features within the text. Can they record a fact they find interesting on a post it note? Maybe they can have a go at making an extra page for the book. For EYFS, make it as simple as drawing a picture or creating some emergent writing. Encourage a joined cursive script when writing at home and correct tripod (froggy finger) pencil grip. Encourage the children to use the Look, Say Cover Write Check (LSCWC) on a daily basis to help learn their spellings.</p>		
Grammar, Punctuation and Spelling	<p>Alphabetical order, commas, writing sentences, speech marks (inverted commas), nouns, adjectives, homophones</p>	<p>Order letters in alphabetical order, write lists using commas to separate items, help your child write a sentence using a capital letter and a full stop. Use the literacy unit 'labels, lists and signs' to label objects (nouns) around the house and then try to describe it using an adjective (red chair)</p>		
Mathematics	<p>Our numeracy focus is on problem solving in all areas of mathematics. Children will be taught different methods for exploring problems but will also be learning that they need to think further than the answer; this will deepen the children understanding of numeracy. We will be focusing on shape, space and measurement at the beginning of the week, and number at the end of the week.</p>	<p>EYFS Sing counting songs Say which number is bigger/smaller Count objects around the house and in the garden Look at objects and say which is bigger or smaller Can you find different 2d shapes around the house</p>	<p>Year One If your child is in year 1 please help your child practise counting in 2's, 5's and 10's. Measure people, plants etc. – who is tallest, shortest? Which items are greater/less than 1 metre etc? Look for and name different 2D shapes Pose questions 'what would happen if ...'</p>	<p>Year 2 If your child is in Year 2 please help your child to learn their timetables starting in order, then out of order. Start to order numbers in increasing size Use the symbols \lt and \gt to show who is taller/shorter than who? Try to name and fit different 2d shapes together and recall properties (straight, curved, right angle, equal etc)</p>
Mental math;	<p>Work through your Mission Maths booklet, supporting your children in developing these skills (see the website for links to help your child practise)</p>	<p>EYFS (These are the objectives we will be working on) count up to three or four objects by saying one number name for each item recognise numerals 1 to 5 use the language of 'more' and 'fewer' to compare two sets of objects use the language of 'more' and 'fewer' to compare two sets of objects Count actions or objects which cannot be moved estimate how many objects they can see and check by counting them find one more or one less from a group of up to five objects, then ten objects Count objects to 10 and begin to count beyond 10.</p>	<p>Year One (These are the objectives we will be working on) count, read and write numbers to 100 in numerals; read and write numbers from 1 to 20 in words use the language of: equal to, more than, less than (fewer), most, least Begin to recognise the place value of each digit in a two-digit number (tens, ones) identify and represent numbers using objects and pictorial representations including the number line Given a number, identify one more and one less. Count in multiples of 2,5,10s</p>	<p>Year Two (These are the objectives we will be working on) count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward read and write numbers to at least 100 in numerals and in words compare and order numbers from 0 up to 100; use \lt, \gt and = signs recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line</p>

Science	Plants Light and fire Forces	Look at different plants in the garden. Discuss the different parts and what can be seen and not seen. How do plants grow and change? How can we tell what type of tree/plants it is? What features do we look for? What would happen if we didn't water a plant or kept it in the dark?
Topic	Our Topic is called 'Parish Pilgrimage' this half term. This is an exciting opportunity for us to work with other schools in our parish, visiting the churches and finding out about our local area, the buildings in it and the people who lived there. Also it gives us the chance to explore what life in our communities would have been like in the past. We will be exploring drawing and sketching skills to help us explore the form of buildings. After half term, we will be look at a Journey into space travel, building rockets, learning about Neil Armstrong and about American space travel.	Help your child to look out the window on Journeys, pointing out locations, for example village names. Stop and look at interesting buildings, especially if they old. Maybe call in at a church if you pass one and look at the building itself. Help your child to ask questions about it. If you have family members who used to come to our school or lived in the local area can you ask them to have a chat with your child about what life was like in the village when they were little, but also their time at school? If anyone is willing to come in and speak to the children in our class then would really appreciate it. Encourage children to sketch bits of their house and other buildings they find interesting. We would love to see these if they want to bring their sketch books into school. Please could you also send a picture of their house in, either a photo or email fine so we can use these in Art. Get books from the library on the planets. Make a rocket from cardboard boxes and encourage role-play, can they use some correct language inspired by the books they have read. Use the internet to explore space travel. Make a model solar system. Can the children remember the names of the planets?
Religious Education	Harvest Christmas	Discuss the harvest celebration- why is it celebrated, what is it celebrating? Where does the food go? Read the Christmas story? Who are the main characters? What is advent? Why do people have an advent calendar /candle?
SEAL	Me and my relationships My healthy lifestyle Say no to bullying (SEAL) Mutual Respect Rule of Law	Talk about the different relationships with have with different people? What does it mean to be healthy? How can I be healthy? What happens if I am not healthy? How can we show mutual respect? What does it mean? Why do we have laws? Why do the police keep these laws?

Head Teacher _____

Teacher _____