

### **Home Learning:**

Please find a little time each day to share your child's reading with them. Your support really does make a difference. This half term your child will be learning to read the next set of tricky words; were there little one when out what here and to spell the tricky words; come some do so like said have. We continue phonic lessons daily to revisit phase 3 letters and sounds and take on new learning; reading and spelling words with adjacent consonant letter blends "clusters" st nd mp nk nt ft sk lt lp lf lk pt xt tr dr gr cr br fr bl fl gl pl cl sl sp tw sm pr sc sk sn nch scr shr thr str. These are not new sounds, but single sounds that are blended closely together. Clusters are easier to read, but more challenging to write because we need to listen carefully when robot talking. Check out Alphablocks on CBeebies for more top tips.

### **Key dates:**

Please note our PE day will remain on a Monday afternoon. The children are to come into school in their PE kit.

Our Forest School lesson will be on a Wednesday morning. The children may require a coat, wellies or waterproofs if the weather is cold or wet. If the weather is warmer, please provide a named sun hat.



## **Wareham St Mary Primary School**

### **Term 5 - Out in the Garden**

### **Welcome:**

This curriculum leaflet is designed to give you an overview of what your child will be learning about in this half term. We will keep you updated with our learning on our class page on the schools website.

If you have any questions or need any support please do not hesitate to contact us using our class email [ladybirds.WSM@coastalpartnership.co.uk](mailto:ladybirds.WSM@coastalpartnership.co.uk) or see me or a member of staff in the Early Years team.

### **Topic overview:**

This half term our topic is "Out in the Garden"

**Our Christian Value this term is:**

## Prime Areas

### Communication & Language

- Use talk to speculate, predict, explain and draw conclusions using the words "I think...because..."
- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Retell familiar stories.
- Extend our vocabulary by naming and grouping things - insects, habitats, germinate, hibernate, stem, root, seed, leaf, flower, shoot and many more!



### Physical Development

- PE Theme - Balls Skills (Feet)
- Children will need to continue to develop their control and co-ordination in large and small movements.  
Travel in a variety of ways; skip, hop, jump, camel walk, bunny hop, crab walk, run, jog, crawl.  
Develop jumping for distance and height.  
Develop our fine motor skills doing things like threading beads onto wool to make caterpillars, cutting mini beast patterns; spirals, stripes, spots, wiggly lines.  
Practise forming our letters, so they are small and smart; joining our two and three letter sounds (digraphs/trigraphs).



### Personal, Social, & Emotional Development

- Be confident to try new activities and have a go.
- Talk about what you want to do, make or find out about and choose the resources to do your chosen activities; working with greater independence.
- Persevere to work towards a goal
- Discuss the importance of looking after our world and caring for the environment, creatures and their habitats.
- Sequence the life stages of plants, animals and humans
- Understand that exercise, eating the right foods, sleeping, washing and cleaning our teeth keep us fit and healthy.
- Understand how to keep ourselves safe in the summer; hats, cream, drinking water.

### RE

- In RE, we explore the question, 'what can we learn from stories?' Sharing and talking about many stories such as The Boy Who Cried Wolf, The Lost Coin, Bilal And The Beautiful Butterfly and many more stories/fables/parables which have hidden messages/morals.
- Know that the Bible is a special book for Christians
- Know that Christians read the Bible because they believe it is full of stories with God's messages to help guide them.

**The children are the 'Boss' of their own learning and may have other ideas, based on their interests. We are, therefore, flexible in our planning to meet your child's needs and to personalise their learning. Please feel free to share any more ideas as our topic progresses.**

## Specific Areas

### Literacy/Phonics

- Link sounds to letters, naming letters of the alphabet.
- Practise our robot talking and blending to help us read and write.
- Learn letter blends 'clusters' and use these to spell words and write simple sentences about plants/ mini beasts.
- Writing descriptions about Minibeasts
- Share bug stories.
- Read and spell our high frequency and tricky words.
- Story book focus this half term - The Very Hungry Caterpillar.



### Understanding the World

- Observe and find out how caterpillars turn into butterflies.
- Plant seeds and watch them grow.
- To understand that things can grow and change over time.
- To know the key features of a lifecycle e.g. egg, caterpillar, chrysalis, butterfly.
- To know that animals have places that they like to live called habitats
- On a bug hunt, identify and name common minibeasts: caterpillar, butterfly, worm, woodlouse, ladybird, snail, slug, spider, wasp, moth, bee, beetle, ant, earwig.
- To identify and name some flowers: daisy, buttercup, dandelion, daffodil, sunflower, lavender.
- To know that insects have 6 legs and 6 wings.

### Maths

- Count, represent and compare amounts to 20
- Recognize and order numerals up to 20.
- Explore number patterns to 20
- Add / subtract amounts.
- Find a missing part
- Record what we find on a mini beast hunt by making a tally.
- Symmetry and pattern
- Order and sequence events such as planting seeds and observing life cycles.
- Doubling and sharing numbers
- Odd and even numbers



### Expressive Arts & Design

- Role-play - Minibeast Lab
- Create observational drawings of fruit and flowers using a variety of materials.
- Design and make bug headband or wings.
- Perform poems from the poetry basket
- Use instruments to represent characters and actions in stories.
- Create natural art and look at the work of Andy Goldsworthy.