



Wareham St Mary Primary School

Term 3 - People Who Help Us

Home Learning:

We will continue with sending reading books home each week for the children to read. These books will be changed on a Monday, Wednesday and Friday. Every Friday we will also be sending home a book to love. This will be a story from our reading corner that you can read to your child over the week. These will be changed every Friday.

A gentle reminder to please ensure your child's reading book and reading record is brought into school every day as we read with the children in school weekly.

Key dates:

Please note our PE day has changed to 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.

Welcome:

Welcome back and Happy New Year to you all!

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 Marvellous Me and 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 or see me or a member of staff in the Early Years team.

Topic overview:

This half term our topic is "People Who Help Us". We will be looking at people who help us in the community such as the emergency services. If you know of anyone who has a job helping others, such as a paramedic, member of the RNLI or coastguard who would like to come and talk to the children, please let us know as we love having visitors in school. I

Our Christian Value this term is: Perseverance

Prime Areas

Communication & Language



- Listen attentively
- Use the time words first, next, then, finally/last to sequence events.
- Use the conjunctions and but because to extend our sentences
- Make comments about what they have heard and ask questions to clarify our understanding;
- Respond to 'why' questions; explaining why things might happen in response to stories or events.
- Extend our vocabulary with words like; lungs, heart, brain, skull, spine, ribs, skeleton, medicine, prescription, paramedic, stethoscope, patient, rescue, thermometer, syringe, wood, metal, plastic glass, paper, hard, soft, smooth, rough, transparent, plastic, wood, metal, glass, bendy/not bendy, shiny/not shiny stretchy, and waterproof/ not waterproof, reflective. ... and use these in our play



Physical Development

- Children will continue to develop their control and co-ordination in large and small movements.
- Make junk models e.g. emergency vehicles
- Develop our fine motor skills doing things like painting using brushes, chalking, picking up small objects with tweezers, cutting carefully with scissors, threading and joining paper with split pins or staples.
- Use tools safely and with increasing control.
- Practise forming our letters, so they are small and smart; trying to sit our writing on the lines.
- PE Theme - Gymnastics

Personal, Social, & Emotional Development

- Talk about how to keep our bodies healthy and safe; regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- Understand how to stay safe around medicines.
- Know how to stay safe in our home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in our lives and those in their community who keep us safe.
- Think about the jobs that we would like to do when we grow up
- Describe ourselves positively and talk about our abilities.
- Set our own goals and persevere to achieve them.



RE

- Theme: Celebrations
- Explore the question, 'How do people celebrate?' Know about how and why some people celebrate New Year, Chinese New Year, Persian New Year (Nowruz), Holi (a Hindu festival). Find out about traditions and customs and recognise that people have different beliefs and celebrate special times in different ways

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 and sounding letters of the alphabet.
- Practise our robot talking (segmenting) to spell and blending to read.
- Learn 2/3 letter sounds ch sh th ng ai ee igh oa oo ar or er ur oi ow nk ear air ure and use these as we begin to read and write captions and simple sentences.
- Put finger spaces between words so that we, and others, can read our writing.
- Share non-fiction books and identify features; heading, labels, captions, photographs, index, page numbers.
- Suggest questions, and with help, use search engines to find out facts and information.
- Continue a rhyming string; cat, hat, mat.....

Understanding the World

- Find out about Florence Nightingale; a famous nurse and Grace Darling; a heroine who had the same values as the RNLI
- Explore ice and see how it changes
- Experience and understand the effect of winter on the natural world around them.
- Talk to fire fighters, police, vets, coastguard, lifeboat volunteers, dentists, nurses and find out about their jobs in our community.
- Name body parts; lungs, heart, brain, skull, spine, ribs skeleton.
- Identify and name materials; wood, metal, plastic glass, paper, fabric
- Explore, describe and sort materials developing vocabulary; hard, soft, smooth, rough, transparent, plastic, wood, metal, glass, bendy/not bendy, shiny/not shiny stretchy, and waterproof/ not waterproof, reflective

Maths

- Subitise amounts; saying how many without counting. How many can you see? How do you see it?
- Represent amounts to 10
- Recognise and order numerals to 10
- Composition of numbers to 10 e.g. 4 add 4 make 8.
- Comparing numbers to 10 using the words more, fewer, same amount/equal to.
- Exploring equal and unequal groups
- Adding groups together (counting altogether, counting on from the biggest number, known number facts)
- Find hidden amounts (there are 6 altogether. I have 4. How many do you have?)
- Comparing mass; heavier than/lighter than
- Comparing volume; full/empty
- Investigating capacity - how many fit inside?
- Comparing height; taller than/shorter than
- Comparing length; longer than/shorter than.
- Know the days of the week in sequence and say which day is yesterday, today, tomorrow.



Expressive Arts & Design

- Identify sounds in the environment.
- Explore using our voices, bodies and instruments to make a variety of sounds.
- Experiment with tempo (speed) and dynamics (volume) when creating sounds.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo and with a partner.
- Use a variety of media to create pictures and construct models.
- Develop storylines; role playing different emergency scenarios.