



**CLASS: Zephaniah**

**Important Dates:**

- 19th September—Our first working together Wednesday session
- 3rd October No pens day
- 23rd and 24th October Parent’s consultation evenings
- 29th October - 2nd November Half –Term
- 5th November back to school

TOPIC:

**‘Once upon a Time’**

CLASS TRIP THIS TERM:

**Willows Farm**

**Our Class Bear**

Once a week Benjamin Bear (our class bear) will get sent home with your child. He will have a diary in his book bag with your child write what you did with Benjamin Bear.

**Rights Respecting School**

**CLASS CHARTER**

- We will be good friends
- We will listen to each other
- We will look after our classroom.
- We will try our best.



**Reading is a lifelong skill. Please help us encourage your child to read every day!**

**In our class we earn:**

**Marvellous Me app awards**

**Marbles for the Jar of good choices by:**

- Being a kind friend
- Having good listening skills
- Trying our best
- Being a good role model.

**Secret star student**

**Head Teacher awards**

**Parent/Carer Partnership**

Please come into school **every Wednesday** for “Working Together Wednesday” **2:45pm** until home time.

Parent in Partnership sessions will run every half term and are a great opportunity to do some shared learning with your child. The dates for these will follow in a separate letter.

**Shared home learning**

**ENGLISH**

- Orally blend words with your child e.g. c--a-t cat.

**MATHS**

- Count at every opportunity and count objects that vary in size and shape.

**TOPIC**

- Read as many traditional tales at home as you can find or visit the library to borrow some traditional tales you have never read before.

### **Prime Area: Personal, Social and Emotional development (PSED)**

- Children talk about the school routines and expected behaviours.
- Children learn about 'Marbles in the Jar' and 'Good To Be Green'.
- Children talk about 'good' and 'bad' characters from traditional tales.
- Children begin to share and take turns during their 'Child Initiated Learning'

### **Specific Area: Understanding the World (UW)**

- Children make porridge.
- Children plant their own beans
- Children learn how to use the talking tins and the computer in the classroom.
- Children learn about different vegetables and print with them.
- Children talk about who is in their family and who is special to them.

### **Specific Area: Expressive Arts & Design (EAD)**

- Children design their own homes deciding which material they would use.
- Children make finger puppets of their favourite story characters.
- Children print with vegetables.
- Children make shields.
- Children make crowns.

### **Prime Area: Physical Development (PD)**

- Balancing
- Ball control
- Learning to hold a pencil correctly
- Experiment with different ways of moving.

### **The Leys Primary and Nursery School**

### **CROSS CURRICULAR PLANNING: YEAR 2018-2019**

### **TOPIC THEME:**

### **Traditional Tales (8 weeks)**

### **Specific Area: Mathematics (M)**

- Children learn a range of counting songs and use their fingers to signify different numbers.
- Children are introduced to numicon and learn about their shape, colour and which number they represent.
- Children learn to order objects by their size.
- Children make arrangements with shapes.
- Children make patterns with shapes.
- Children learn about the 2D shape names and begin to discuss their properties.

### **Prime Area: Communication and Language (CL)**

- Children talk about who is in their family.
- Children explain their play to adults and their friends.
- Children begin to share their opinions during 'Key Worker' group time and then during whole carpet sessions.

### **Specific Area: Literacy (L)**

- Children read the 'Three Little Pigs' and discuss which characters were 'bad' and which were 'good'.
- Children read Roald Dahl's 'Revolting Rhyme' 'Little Red Riding Hood'. They talk about rhyming words.
- Children read Goldilocks and the three bears and discuss the words 'beginning', 'middle' and 'end'.
- Children read 'Jack and the Beanstalk' and talk about alternative endings.
- Children read 'The Princess and the Frog' and compare it to 'Cinderella' and 'Sleeping Beauty' What is similar what is different?