



English

Units:

Recount: Our Trip to the Woods (shared writing/dictation)
Narrative (Traditional tale): Little Red Riding Hood

Writing outcomes:

Through oral dictation and modelling, the children will learn to write well-crafted sentences, reducing their cognitive load and developing their personal success.

Cross-curricular writing links:

Throughout the curriculum, the children will be able to write about topics such as seasonal changes in science and our local area in geography.

Handwriting:

The children will participate in explicit handwriting lessons focusing on letter formation and orientation. They will ensure their letters start and end in the correct place to prepare them for joining their writing.

Paired reading:

The children will read a phonically decodable book linked to their current phonic knowledge with a partner each week. In addition, they will read to an adult individually at least once per week.

Phonics

The children will participate in daily explicit phonics lessons following our chosen phonics programme – ELS.

Maths – Place Value within 10

The children will begin by focusing on place value within 10. They will practice their sorting skills alongside estimating and counting items efficiently. They will read and write numbers in numerals and words, compare numbers (we will use the < and > symbols), work on placing numbers on a number line, and look at ordinal numbers (1st, 2nd, 3rd).

Science – Seasonal changes

In this unit, the children will learn about the seasonal changes we experience in the northern hemisphere. We will look closely at the changes in plants, trees, and wildlife. The children will also learn about the changes in the length of daylight hours as we move from summer into autumn and winter.

Computing – Online Safety

In this unit, the children discuss the Internet and how it can be used. They will explore how the Internet can affect their emotions and the emotions of others. In addition, they will explore and identify which is appropriate to share and post online and which is not.

Music – Keeping the pulse

In this unit, the children will explore keeping the pulse together through music and movement by exploring their favourite things. They will clap the rhythm of their name in time to the pulse, sway or tap in time to a pulse and explore keeping a pulse while playing a rhythm on an instrument.

How you can help at home:

Talk about their day; discuss friendships and peaceful ways to sort out problems.

Read daily together, and question as your child reads to you, please sign their reading log.

Practise using maths in real life situations, e.g. using money, counting, and naming shapes in the environment.

Any questions or queries please ask.
Alternatively email Mrs Allen via the school office: office@eynesbury.cambs.sch.uk

Geography - Our local area

In this unit, the children will investigate their local area and learn about landmarks in Eynesbury and St Neots. They will look at journeys they make in the local area, such as their journey to school. They will look at maps of the local area and symbols used to show features such as parks and churches.

RE – How did the world begin?

In this unit, the children will explore a range of creation stories from the Christian, Jewish, and Hindu faiths. They will also explore how Humanists use science to understand how the world began. They will be encouraged to use imaginative ways to present their own ideas through language and art.

Art – Drawing – exploring line and shape

In this unit, the children will be exploring line and shape. They will work and experiment with different materials through observational and collaborative pieces inspired by artists such as Brianna McCarthy.

Personal Development – Being and Belonging

The unit is designed to be delivered at the start of the school year, so it includes approaches to developing classroom ground rules and building positive relationships in the class. The children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Network of Support', identifying trusted adults at home and at school whom they can ask for help and support.