

## PE

Jumping!  
We will be exploring different ways we can move, thinking about changing speed, height and the parts of our bodies in contact with the floor. We will then combine these movements in collaborative paired work.

## Computing

We will be learning to combine pictures and texts, using drawings we have created using paint programmes, clipart and images we have found online. We will then use these skills to make electronic cards.

## English

We're starting with *Jasper's Beanstalk*, a story we already know well from Early Years. We will be learning, retelling and mapping out the story, and then exploring the way that authors sequence stories. We will also be exploring the way that labels are used to help us recognise things and understand what we read. After that, we will use what we have read to help us write a set of instructions for planting a bulb, focussing in particular on writing in complete sentences that include capital letters, full stops and finger spaces.

Throughout the term, we will continue to develop our phonics knowledge through our daily ReadWriteInc sessions, working in small groups to learn, decode and blend new sounds.

## Science

### Seasonal changes

We will be learning about the four seasons, thinking about the way the world around us changes as we move from summer to autumn to winter. We will collect evidence of these changes, gathering leaves, seeds and flowers, and record our observations. We will also identify different types of weather that we associate with each season.

This half-term, we'll be learning about...

# ALL ABOUT STEVENAGE

FIELDMICE - AUTUMN 2024

## The Arts

We will be looking at the outside environment and using natural resources to make pictures, including sculptures, collages and mobiles. We will be investigating the work of Andy Goldsworthy and Lois Ehlert to inspire us, and will also be developing the way we talk about our work, giving opinions and suggesting ways our art could be improved.

## Maths

Our maths for the half-term will focus on securing our understanding of numbers to 10 - ordering, counting, comparing and estimating with these numbers, so that we have a really solid platform to build on as we move through the year. To help us develop these skills, we will be learning to use part-part-whole models, tens frames and bead strings to represent numbers in different ways. We will also begin to record addition and subtraction facts as number sentences. This half-term we will also be exploring positional language, using phrases like *on top*, *underneath*, *below*, *behind*, *in front*, *next to*, *left* and *right*. We will also talk about whole, half and quarter turns.

## Humanities

We will be exploring our local area, investigating *Our Changing Town*. We will think about the ways in which our local area has changed since we (and our teachers) were born. We will think about 'new' and 'old' objects and will discuss toys and technology which exist now that didn't exist when we were born. We will create a timeline of our own lives, and then work together to extend these to create timelines of our parents or teachers lives. We will also explore the local area first-hand, looking for evidence and examples of things that have changed since we were born.

In RE, we will be thinking about the idea of kindness, discussing what it means to be kind and discussing whether or not it is possible to be kind to everyone all of the time.

## PE

Keeping fit, happy and healthy is always important. There are links to lots of great resources and workouts to help everyone in the family get active at [www.sportengland.org/jointhemovement](http://www.sportengland.org/jointhemovement)

## Computing

- There are loads of paint apps available on every platform, where you can practice the skills we've been using in class. Online, you could try [www.youidraw.com/apps/painter/](http://www.youidraw.com/apps/painter/) or [kleki.com/](http://kleki.com/)

## English

- Constant practice of reading - and discussion of what's been read - is just about the most valuable thing you can do at home. Our aim is to turn all our children into fluent readers, so they should be able to read the books they're bringing home with speed, accuracy and confidence.
- We continue to use the Read Write Inc scheme for our daily phonics sessions, and there's guidance on supporting this at home available at: [www.ruthmiskin.com/en/find-out-more/parents/](http://www.ruthmiskin.com/en/find-out-more/parents/)
- You can also find advice on supporting spelling at: [www.bedwell.herts.sch.uk/learning/spelling\\_strategies.pdf](http://www.bedwell.herts.sch.uk/learning/spelling_strategies.pdf)

Ideas for supporting learning at home:



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## Science

- Throughout the year we are exploring how our environment changes with the seasons. You could build on this at home in lots of ways - exploring the park, making maps or looking for signs of autumn and winter on the way to and from school. What do we do differently as the weather gets colder? What do animals do to prepare for the colder months ahead?

## The Arts

- There are some great ideas for creating art from and about nature on the fab Tate Kids site at [www.tate.org.uk/kids](http://www.tate.org.uk/kids)
- Go on a materials hunt in the park, garden or local woodland, collecting twigs, leaves, conkers and other natural resources, and then see what artwork you can create from them.

## Maths

- We've been practicing our counting a lot in class, so building on this at home would be a huge help - you could count houses on the way to school, footsteps on the way to bed, shoes in the house, players on the team, objects in the shopping trolley, claps, nods... Anything and everything you can think of!
- Practice writing numbers in sand, salt or water, or try making numbers out of groups of pebbles.
- Develop quick recall of simple addition facts with numbers to £10 - I've got £3 and you've got £4, so how much do we have altogether? Counting on fingers is OK, but remembering by heart is better!

## Humanities

- The core learning in our next topic is about recognising the difference between 'old' and 'new' things and understanding that things change over time - so any discussions that link to this would be really useful. What things in your area have changed over the last few years? Did the toys that your children play with exist when you were a child? What different things did you do when you were (older) relatives before Christmas, compare each generation's experiences - what's changed and what has stayed the same?
- We will be talking about kindness a lot this term, and this would be a great conversation to continue at home - what does it mean to be kind? How can we show kindness to those around us?