

Our topic during this first half term is based around the Global Citizenship theme of identity and diversity. All year groups across the school are teaching one of these topics under the banner of 'We are all unique' so there is an expansive progression of themes and knowledge across the school. In FS2, our topic is 'Marvellous Me' and we will be looking at how we are all different but we are all amazing.

You can see our whole school vision and curriculum intent on our website: [Curriculum | Lawn Primary School](http://Curriculum | Lawn Primary School)



## We are all unique

(Identity & Diversity)

### Marvellous Me

#### Enquiry Questions

What makes us different? How do we look different?

What things are we good at?

How have we changed since we were babies?

What is family? Who is in our family?

What different types of houses do people live in?

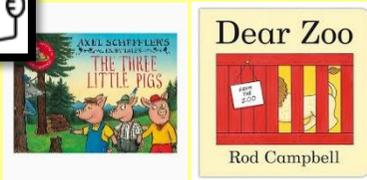
How can we look after ourselves? How can we look after our pets?

Who helps us at school? At home? In the community?

How can we help others?



#### Our Primary Texts



'The Three Little Pigs' Traditional Tale  
'Dear Zoo' by Rod Campbell



#### Writing

- How to hold a pencil using 'pinchy parrot' and name writing.
- Correct formation of graphemes taught in phonics.

##### Tripod grasp/grip

- 3 fingers gripping the pencil - one thumb, two fingers,
- pencil 'sits back in his pillow' / back in his bed'.
- 1 cm of the yellow/black showing, 2 -3cm if left handed



#### Additional Whole Class Reading Texts

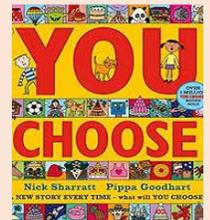
- 'Our House' by Michael Rosen
- 'The Smartest Giant in Town' by Julia Donaldson
- 'Clothesline Clues to Jobs People Do' by Kathryn Heling

As well as many other quality stories read every day.

#### PSED

No Outsiders: 'You Choose' by Nick Sharratt and Pippa Goodhart

Focus: Understanding what I like and how I can ask others what they think.



#### Maths - White Rose Maths

Match, Sort and Compare using objects and pictures

Talk about measure (size, mass and capacity) and simple patterns

Find, Subitise and Represent 1, 2, 3

Find 1 more and 1 less than 1, 2, 3

## Phonics and Reading



	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

### Little Wandle Letters and Sounds (Phase 2)

As explained at the Parent Phonics Meeting, all of the children start off on a wordless book. Once we have done our first half terms phonics check then we will allocate books with words in for those children who are ready.

Your child will bring home a reading diary for teachers and parents to comment on the books they are reading each week. This is primarily for you to tell us how your child is reading at home and for us to let you know of any specific areas in which your child needs support. The teachers will record the book titles and when your child has read in school. Please use Dojo or for all other communication, or via the office for any urgent enquiries.

Please share your child's book with them regularly and allow them to talk about the things they can see. There are prompts at the front and the back of each book to give you an idea of the sorts of things you can talk to your child about.

Please make sure the book is returned to school on Monday morning. This is very important, as I sort the books out for each group for reading on Tuesday morning, if we don't get them all back then

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out <b>ssss</b> <b>ssss</b>	Down the snake from head to tail.
a a		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press <b>t t t</b>	Down the tiger and across its neck.
p p		Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.
i i		Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i i i</b>	Down the igana and dot the leaf.
n n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnnn</b> sound <b>nnnnnn</b>	Down, up and over the nose.
m m		Put your lips together and make the <b>mmmmmm</b> sound <b>mmmmmm</b>	Down, up and over the mouse's ears.
d d		Put your tongue to the top and front of your mouth and make a quack <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
g g		Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face and curl under its chin.
o o		Make your mouth into round shape and say <b>o o o</b>	All around the octopus.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
c c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
k k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up to the top corner and down to the bottom corner.
ck ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<p>c Curl around the heel of the sock.</p> <p>k Down the sock, up and back down to the toe.</p> <p><b>Catchphrase:</b> Rock that sock!</p>
e e		Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and curl down its trunk.
u u		Open your mouth wide and say <b>u u u</b>	Down and around the umbrella, and back to the ground.
r r		Show me your teeth to make a <b>rrrr</b> sound <b>rrrr</b>	From the cloud to the ground and over the rainbow.
h h		Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter.
b b		Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down the bear's back, up and round its tummy.
f f		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fff</b>	Down the flamingo to its feet and across its wings.
l l		Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b> <b>llll</b>	Down the lollipop stick.

## Expressive Art & Design

Children will be exploring painting, collaging, transient art, drawing, creating portraits and junk modelling.



## Physical Education - Real PE

### Personal Cog (Footwork and One Leg Balance)



#### Developing my footwork skills and knowledge so...

What	How
I can move with good control.	Keep my head up.
I can move with good balance.	Bend my knees to help balance.
I can move smoothly.	Work off the balls of my feet.

#### Developing my one leg balance skills and knowledge so...

What	How
I can balance with standing foot still.	Keep my head up and still.
I can balance with non-standing foot off the floor.	Keep my tummy tight.
I can balance with minimum wobble.	Keep my back straight.

## Music

Throughout FS2, we include lots of singing in our learning, including counting songs in mathematics, nursery rhymes during snack time and action songs linked to our topics.

Exploring Nursery Rhymes, focusing on listening, syllables, rhyming and supporting language development.

## Classroom Norms

These are the behaviours that we expect of the children without requiring any reminders!

Sit quietly on the carpet, listen and put your hand up. We will always be kind to each other. We will share with our friends. We will always use our manners. We will look after our classroom and tidy up.

This half term's learning nutrient: **Ambition**

## Things you can do at home

Practise basic skills such as counting, number recognition, sounding out unknown words, fine motor activities, fastening buttons or zips and tying laces.

### Practise phonics every day!

Saying the sound, writing the sound, using the sound to build words.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Read for pleasure (both your child reading to you and you reading to your child).

Once your child has a school reading book, share this with them every day.

Remember to record your child's reading in their reading diary.



Check Class Dojo for messages, to check points and to keep in touch.

