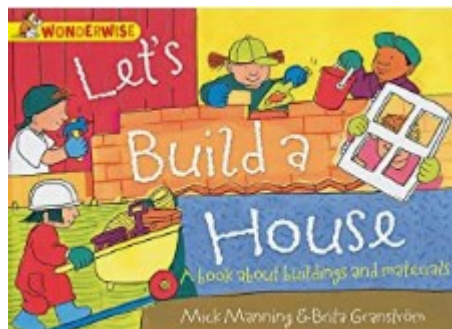
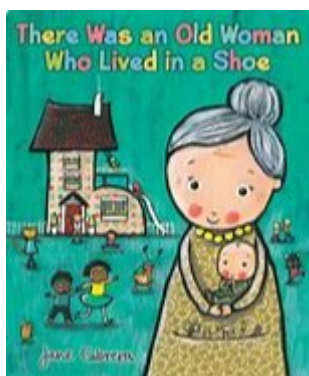


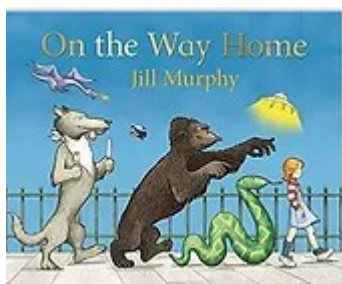
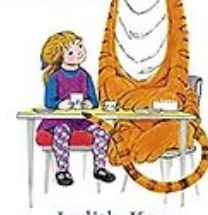
### Theme Overview

Our new topic theme is 'No Place Like Home'. During this topic we will be learning and discovering about different types of homes. We will discuss our own homes, different types of homes, pet homes, wild animal habitats, unusual homes and temporary homes.

### Recommended Reading...



### The Tiger Who Came to Tea



It is good to read books over and over again. It helps children learn the words which helps develop vocabulary, amongst other skills.

Encourage your child to join in when sharing rhyming books and talk about what you have read. Discuss unusual words and teach your child to ask what something means if they don't know.

### Weekly overview

Week	Focus	What you could do at home
1	My House	Talk about your house—compare your house to other family members house. Set up a home corner, the children can decide on which room it should be. Or you could wash the dishes -
2	Different Kinds of Houses	When out and about walking or driving, have a look at different types of houses. Discuss with your child why they are called different things. You could read The Three Little Pigs
3	Pets' Homes	You could read stories that include pets and talk about the different pets a person could
4	Wild Animals' Homes	If you have small toy animals you could create a small world jungle, populated with appropriate animals. Talking about where different animal come from and where they live. You might like to make a nest for a bird, using natural objects or thread beads to make snakes.
5	Unusual Homes	This one is a great week because we will be learning about unusual homes e.g. palaces and
6	Tents, Caves and Dens	Read 'Can't You Sleep, Little Bear?', which is set in a cave. How does Big Bear look after Little Bear?



### During the 6 week unit we will be learning to:

#### Communication and Language

- hold conversations when engaged in back-and-forth exchanges with their teacher and peers
- participate in class discussions, offering their own ideas, using recently introduced vocabulary
- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- make comments about what they have heard and ask questions to clarify their understanding
- express their ideas and feelings about their experiences using full sentences

#### Physical Development

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as, running, jumping, dancing, hopping, skipping and climbing
- use a range of small tools, including scissors, paint brushes and cutlery
- hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases
- begin to show accuracy and care when drawing

#### Mathematics

- have a deep understanding of number to 10, including the composition of each number
- verbally count beyond 20, recognising the pattern of the counting system
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- subitise up to 5

#### Literacy

- demonstrate understanding of what has been read to them by retelling stories using their own words
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others
- read words consistent with their phonic knowledge by sound-blending
- use and understand recently introduced vocabulary
- write recognisable letters, most of which are correctly formed

#### Understanding the World

- talk about the lives of the people around them and their roles in society
- understand the past through settings, characters and events encountered in books read in class
- understand and use language related to the passing of time
- state examples of change
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- know the names of places in their immediate locality and say what those places are like
- explore the natural world around them, making observations and drawing pictures of animals and plants
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- know that human geographical features are man-made
- know that physical geographical features are natural

#### Expressive Arts and Design

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- identify a range of colours and simple art techniques e.g. printing, painting, drawing
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- know the names of simple construction tools and equipment

Key	Kitchen	Roof	Sleep	Village	Flat	Taller	Habitat
Vocabulary	Bathroom	Door	Family	Detached	Large	Local	Diet
house/home	Garage	Room	Address	Semi-	Small	Area	Vet
bedroom	Garden	Furniture	Street	Detached	Tall	Pet	Care
Lounge	Window	Live	Road	Bungalow	Tallest	Animals	Suitability

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.