



EYFS SPARKS CLASS

Creepy castles and dangerous dragons



THE MAIN AREAS OF MATHS WE WILL LEARN ABOUT

Counting beyond 20.
 Calculation (Addition, Subtraction, Multiplication and Division)
 Money (recognition and value of coins to 10p.
 Solve practical role play problems.
 Time (days of the week, months of the year and reading o'clock times on a clock face).
 3D Shape.

THE KEY SKILLS AND LEARNING WE WILL FOCUS ON

I can count beyond 20.
 I can add and subtract 2 1-digit numbers (using money role play).
 I can make up my own addition and subtraction sentences.
 I can group things into 2's, 5's and 10's and begin to count them in groups.
 I can group dots into 2's or 3's.
 I can share out objects fairly.
 I can share a number of objects between 2,3,4 people.
 I know the names of the 4 basic 3D shapes (cube, cuboid, sphere and pyramid).
 I can find a 3D shape when asked.
 I can find 3D shapes in pictures and models.
 I can count out pennies and match them to 2p, 5p, 10p.
 I can put coins in order to 10p.
 I know what the days of the week are called.
 I know what the months of the year are called.
 I know a clock tells the time.
 I can time how long it takes me to do something (jumps, races)
 I can play what time is it Mr Wolf?
 I know that when the big hand is on the 12 it is 0-clock.

Ideas for Home Learning

Counting videos on You tube (Jack Hartmann)
 Maths games on Topmarks/ ICT games
 Espresso log in – Videos and activities for all maths areas.
 Worksheets and games in your paper pack.
 Collect all of your home teddies together and order them from smallest to largest.
 Count them all up.
 Watch days of the week/ months of the year videos/ songs on you tube/ CBeebies etc.
 Look around the house for 3D shapes.
 Use the clock in your pack to practice telling the time.
 Subtraction bears powerpoint on the school website.

AREAS THAT WE NEED TO PRACTICE FROM PREVIOUS LEARNING

To count backwards from 0-20.
 To recognise numbers to 20 on flashcards.
 To order numbers 0-20 on cards/ games.

To find 1 more and 1 less than numbers to 20.
 To write all numerals accurately.

Phonics

The key skills and learning we will focus on:

Phase 3

- ☺ To recognise, read and spell the phase 3 digraphs
- ☺ (2 letters that make one sound).
- ☺ ai, ee, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure.
- ☺ To read and write sentences containing phase 3 graphemes (e.g, The farm has a big tree.)
- ☺ To read the tricky words: he, she, me, we, be, was, my, you, her, they, all, are.
- ☺ To spell the tricky words: I, the, to, no, go.

Phase 4

To read and write all of the consonant blends:
 (e.g – gl, fr, st, pr, sk, sp, sl, dr)

Ideas for Home learning

- ☺ Teaching – Watch you tube videos for each grapheme
- ☺ 'Geraldine giraffe – ai sound'
- ☺ Use espresso log in to watch videos and activities related to phase 3 and 4.
- ☺ Interactive games to play on phonics bloom / phonics play websites
- ☺ Phase 3 and Phase 4 workbooks – paper copy provided.
- ☺ Sentence writing booklet – paper copy provided.
- ☺ Use speed sounds card to practice all sounds daily.
- ☺ Practice reading and spelling tricky words in lots of fun ways – rainbow writing, treasure hunt words, race to spell the word etc..



THE MAIN WRITING GENRES THAT WE WILL BE LEARNING TO WRITE

Narrative (Stories) and Non-fiction (fact-files)

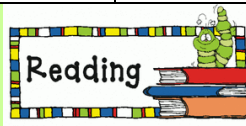
- ☺ I can re-write one of the stories we have read.
- ☺ I can read more stories with wolves in and re-tell/ re-write them.
- ☺ I can research Bears and write a fact file about them.
- ☺ I can write a new bear hunt story called 'We're going on a dragon hunt.'
- ☺ I can write about my own teddy bear.

THE KEY SKILLS AND LEARNING WE WILL FOCUS ON:

- ☺ I can write a sentence independently using a capital letter and a full stop using words with phase 3 graphemes (as above in phonics section (tree, train, hair)).
- ☺ I can have a go at telling and then writing a story of my own with a simple beginning, middle and ending.

AREAS OF WRITING THAT WE NEED TO PRACTICE FROM PREVIOUS LEARNING

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|--|-------------------------------------|
| ☺ I can use finger spaces. | ☺ I can use my neatest handwriting. |
| ☺ I know how to write each capital letter. | |



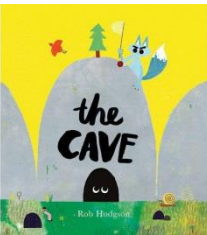
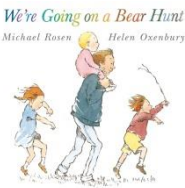
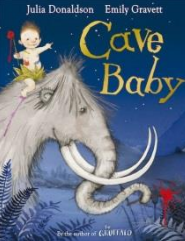
THE MAIN TEXT TYPES WE WILL LEARN ABOUT DURING THE THEME

Stories with similar characters and settings

- The Cave – Rob Hodgson
- The Bear Hunt – Michael Rosen and Helen Oxenbury
- Cave baby – Julia Donaldson

Information books about bears.

THE KEY SKILLS WE WILL COVER:

<p>The Cave</p> 	<p>To read and understand simple sentences. To read some common irregular words . Inference – answer questions How is the creature feeling? How do you know? Prediction – Suggest how the story might end? Anticipate key events and phrases.</p>	<p>Spot key words in the text – Try to read the words that they can. Find out more about bears on the bears fact file power point on the school website.</p>
<p>We're going on a bear hunt</p> 	<p>Sequence I can order parts of the story (use story mat in pack). I can chant the story aloud.</p>	<p>Change the character and setting to write a new story with the same pattern. Act out the story – watch a video of the story. Try out the linked activities in your pack.</p>
<p>Cave baby</p> 	<p>Vocabulary Spot all of the new vocabulary in the story – animal names, adjectives like lonely, brave, spotted and mutters. Discuss their meaning. Draw pictures of the animals.</p>	<p>All of these books have bears in. What stories do you have at home with bears in? Make a cave painting and learn about the animals in the story.</p>

