



## Autumn Term 2025 Learning Letter – Penguin Class

| COMMUNICATION / LITERACY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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                   | PERSONAL DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| <p><b>In our English Communication lessons, we will focus on:</b></p> <p><b>Autumn 1:</b><br/>Fiction:<br/>Repeating Patterns: African Settings</p> <p>Key Texts:<br/>• We're Going on a Lion Hunt By David Axtell<br/>• Handa's Hen By Eileen Brown</p> <p><b>We are going to be:</b></p> <ul style="list-style-type: none"> <li>Make predictions using images from texts</li> <li>Read, sequence and demonstrate understanding of repeating pattern story.</li> <li>Prepositions (over, under)</li> <li>Use describing language (adjectives)</li> <li>Answer simple 'what' questions about a text</li> <li>Create own patterned texts</li> </ul> <p><b>Autumn 2:</b><br/>Poetry<br/>Anthologies: Fantastic First Poems</p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> <li>The Puffin Book of Fantastic First Poems edited by June Crebbin</li> <li>Sounds Good!</li> <li>The Dinosaur's Dinner</li> <li>The Pancake</li> </ul> <p><b>We are going to be:</b></p> <ul style="list-style-type: none"> <li>Read and appreciate poems about the five senses</li> <li>Work together to present / perform a class poem (spoken language, signs, switches, actions etc)</li> <li>Explore rhymes, rhyming words and patterns</li> </ul> | <p><b>Autumn 1:</b></p> <p>M: Number: Number &amp; Place Value<br/>~(&lt;=5+ / &lt;=10+)<br/>- Counting forwards and backwards, beginning with 0 or 1, or from any given number<br/>- Identifying and representing numbers using objects and pictorial representations<br/>- Recognising equal to, more than, less than (fewer), most, least in groups</p> <p>Mastery focus: Positional and directional vocabulary</p> <p><b>Autumn 2:</b></p> <p>: Geometry: Properties of Shape<br/>-Recognising, naming and describing properties of a range of 2D shapes in different orientations and sizes – including rectangles (including squares), circles and triangles<br/>-Identifying similarities and relationships between shapes<br/>-Recognising 2D shapes in environment</p> <p>Mastery focus: Number and place value</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about patterns, shapes in and around the home and outside in everyday life encouraging them to use the right vocabulary</li> <li>Play games adding parts of your food while eating and estimating amounts of eg eggs, fruit in the house and then count them.</li> <li>Play counting games at home, march, listen to songs.</li> <li>Count favourite objects, sing known nursery rhymes to support learning.</li> </ul> | <p>Throughout the Autumn term we will be working on the skills for life to support towards our personal goals for independence.</p> <p>Skills for Life: Independent Living:<br/>Managing belongings and keeping things tidy</p> <p>Sorting or matching items in order to put away e.g. all pencils in the pot</p> <p>Explore packing items from a list, locating and then packing them in a bag or box. Unpack items and put away in the correct location</p> <p>Explore finding the right object for a specific task e.g. brush for painting</p> <p><b>Autumn 2:</b><br/>Food Tech: Potatoes and their uses<br/>Rostis combining with a different vegetable e.g onion, carrot, courgette<br/>Mash combining different flavourings e.g. cheese, chive</p> <p>Technical Content<br/>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br/>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Support your child in being independent – making a drink for themselves, making snacks and cook at home,, getting dressed and personal hygiene</li> <li>Encourage your child to comb their hair supported or not. Role play in the house.</li> <li>Encourage your child to dress and take responsibility for their clothing.</li> <li>Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> </ul> | <p>PSHE: Self awareness getting on with others<br/>PSHE: self care support &amp; safety keeping safe</p> <p>Cultural Development: Black history</p> <p>RE: Who is in our community</p> <p>Key features: Special people and places in our home and school community. Incl. visit to special places in Linton e.g. war memorial</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk about trusted adult e.g. parents, carers, teachers</li> <li>Discuss the importance of letting adults know what they are doing online/ outside.</li> <li>Support them understand personal space and respect it at home. Discuss examples of difference between family members and others.</li> <li>Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> <li>Encourage your child to comb their hair supported or not. Role play in the house to promote independence.</li> </ul> <p><b>Digital LitracY / ICT</b><br/>DL: Animation<br/>DL: Photography / Digital painting twinkl / Sketches school (use photos to trace on app and chatterpix to animate)<br/>LEO AR camera<br/>Mr P DARES Emoji Avatars</p> |



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| <p>Write a descriptive poem using the senses about an object or item of interest</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>• Talk to your child about characters you watched in a film and link this with their actions.</li> <li>• Discussions with your child about what they can remember from the story read/watched and sequencing.</li> <li>• Discuss their interest in animals if any (farms, zoo, endangered species) and research together to find more information.</li> <li>• Visit farms, zoo and play based learning at home using animals.</li> <li>• Create imaginary characters and discuss their appearance, behaviour, powers.</li> <li>• Read with your child daily – magazines, books, newspaper, fiction and non-fiction.</li> <li>• Use phonics play at home.</li> </ul> <p><b>Creativity and the world:</b><br/>DT: Making Monsters</p> <p><u>Key content:</u><br/>Investigate a variety of familiar objects that use air to make them work<br/>making simple pneumatic systems<br/>Explore different techniques for joining and fixing components<br/>Design, make and evaluate a monster including a simple moving pneumatic system e.g. syringe</p> <p>Music: Listening/ linking music and movement:<br/>cultural focus – Brazil, the Samba</p> <p>Core Song:<br/>Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p> | <p><b>SCIENCE:</b><br/><b>Autumn 1</b><br/>Sc: <a href="#">States of matter 1</a><br/>solids, liquids, and gases<br/>ELEMENTS OF<br/>3.1.2 Changing Materials<br/><b>Autumn 2:</b><br/>Sc: <a href="#">Evolution and Inheritance</a><br/>living things – changes over time, fossils, offspring variations, animal and plant adaptation to suit environments<br/>ELEMENTS OF<br/>2.4.1 Living Things<br/>2.4.2 Variation<br/>2.4.5 Living Things &amp; Environments</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>-use multiple puzzles, sand, food based items for pupils to experience changes in matter.</li> <li>-include pupils in cooking and making snacks showing them what they food items are and what the finished product is.</li> <li>-play based activities exploring</li> <li>-family pictures from childhood</li> <li>-pets, adult pictures growing up</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage your child to support in cleaning their room and be part of house chores rota organising their belongings.</li> <li>• Encourage your child to get involved in cleaning, car washing and other cleaning routines in the house while you are doing these. Role play.</li> </ul> <p><b>GEOGRAPHY:</b><br/>G: The Mediterranean</p> <p><u>Key Content:</u><br/>Locational Knowledge -<br/>using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities developing more in-depth knowledge of Italy and then Bologna</p> <p><b>Ways to help your child:</b><br/>Use maps, atlases, globes and digital/computer mapping to locate countries and label features and symbols<br/>Use technology, maps, walks in the neighbourhood, scavenger hunts.</p> <p><b>HISTORY:</b><br/>: Early-Britain: Roman Life</p> <p><u>Key Content:</u><br/>Recap of how Romans came to Britain, exploring what mosaics can tell us about daily life, comparing roman homes, technology and employment to today including music and roads. Roman religion beginnings of Christianity</p> <p><u>Skills:</u><br/>compare an event/individual<br/>Use a range of sources<br/>Recall what has been found out</p> | <p>Keynote or Powerpoint</p> <p>Connected world:<br/>– Copyright and ownership – recognising that their name / photo represents them, supported to label their own work to demonstrate ownership</p> |
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## PHYSICAL DEVELOPMENT

Gymnastics and Swimming

Forest school

### ***Ways you can help your child:***

- Access Go noodle, Joe Wicks and wake and shake exercises at home <https://www.gonoodle.com/> [https://www.youtube.com/watch?v=AKlid\\_e-loE](https://www.youtube.com/watch?v=AKlid_e-loE) [https://www.youtube.com/watch?v=Oq\\_f0\\_OO\\_Ko](https://www.youtube.com/watch?v=Oq_f0_OO_Ko)
- Go for walks, bike ride & scooter rides in local area
- Cosmic Yoga & Meditation - <https://cosmickids.com/>
- Visit soft play, playgrounds, clip & climb, roller staking, Bounce, swimming pools
- Ensure you child is getting the right amount of sleep, including a good bedtime routine with down time away from technology and TV at least half an hour before sleep time.