

**LEARNING MAP**  
**Learning Challenge**

**Who are the famous characters inside my books?**

<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. Be resourceful in finding support when they need help or information. Talk about plans they have made to carry out activities and what they might change if they were to repeat them. Listen to suggestions and plan how to achieve an outcome without adult help. Stop and think before acting and wait patiently for things they want. Understand that someone else's point of view may be different from their own.</p>	<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Give their attention to what others say and respond appropriately, whilst engaged in another activity. Follow instructions involving several ideas or actions. Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props. After listening to stories, express views about events or characters and answer questions about why things happened. Recount experiences and imagine possibilities, often connecting ideas. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<p><b>PHYSICAL DEVELOPMENT</b></p> <p>Handle equipment and tools effectively, including pencils for writing. Show good control in large and small movements. Move confidently in a range of ways, safely negotiating space. Talk about ways to keep healthy and safe. Hold paper in position and use a correct pencil grip. Form recognisable letters, then begin to be able to write on lines and control letter size. Begin to show accuracy and care when drawing. Use a range of small tools including scissors, paintbrushes and cutlery. Know about, and make healthy choices in relation to eating, exercise and self-care such as brushing teeth and hair. Dress and undress independently. Hop confidently and skip in time to music.</p>	
<p><b>LITERACY</b></p> <p>Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read. Write simple sentences featuring tricky words which can be read by themselves and others. Read phonetically regular words as well as some tricky words. Describe the main events in stories they have read. Spell phonetically regular words, and some tricky words. Begin to use story telling language (once upon a time, next, then, the end) when speaking, and if they are ready to do so, when they are writing.</p>	<p><b>MATHEMATICS</b></p> <p><u>Number</u> Recall the number bonds for 2 -5 then 6 – 10. Add and subtract 2 single digit numbers using known number facts. Solve problems, including doubling, halving and sharing. Instantly recognise how many objects there are in a group of up to 6. Counting 1:1 accurately up to 5, then 10 then 30. Understanding the number pattern beyond 30. Understanding what 0 is.</p> <p><u>Shape, Space and Measure.</u> Estimate, measure, weigh, compare and order objects and talk about position, and the properties of 2d and 3d shapes.</p>	<p><b>UNDERSTANDING THE WORLD</b></p> <p>Know some similarities and differences between the things in the past and now, drawing on their experiences and what has been read in class. Know about similarities and differences between themselves and others, and amongst families, communities and traditions. Know about similarities and differences in relation to places, and cultures drawing from information books and maps. Talk about the features of environments and how environments might vary from one another. Develop an understanding of the passing of time in terms of years, seasons, months, weeks, and days using timelines, calendars, and books.</p>	<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>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. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with friends and their teacher. Sing a range of well-known rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music.</p>

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### HOME LEARNING

1. Make a poster featuring their favourite character, labelling key features, and including their explanation for why they like that particular character. Alternatively, draw and label a character they really dislike, explaining why they don't like them. (Explanations to be spoken by child & scribed by adult).
2. Record addition or subtraction using pictures or photographs. For example, show the total number of cakes the Cinderella's 2 sisters have brought to the ball when you combine the amounts from their two baskets, or how many biscuits are left after the wolf has eaten (taken away / subtracted) some of the gingerbread men from a plate. You may wish to help them to scribe the calculation as a number sentence, but only if they are completely secure in matching numerals to amounts. Siblings could dress up to help role play the maths story, recording can be drawn in the form of dots – it can be as elaborate or as simple as you wish. The idea is to have fun recording simple addition and subtraction.
3. Record mathematical sharing using pictures, maybe Snow White sharing out 14 apples between the 7 dwarves, or perhaps Father Pig has given each of the 3 Little Pigs an equal share of 15 builders' tools. (Please do not scribe this one as division is not introduced as a symbol until much later in on in the primary school curriculum).
4. Create something to help your child remember a special family event or celebration, which they can then bring to school to show their classmates, so they can talk about their family's culture and / or beliefs. It could be photographs, a video, a drawing, or some writing about any family event, such as Christmas, Diwali, Eid, Chinese New Year, a birthday, a trip to visit family here in the UK, Bonfire Night, games night, anything at all that you do together as a family!
5. Work with them to come up with a dance routine or new lyrics to their favourite song. Discuss the nature of fame. Is it good to be famous? Why? Why not? Let them think about how to share their dance or song with the class. Can they remember it all, or do they want to make a music / dance video?
6. Look at the settings of their favourite stories. Try drawing their favourite character from one story in the setting of a completely different story. How would their character cope in this new setting? You could scribe your child's ideas for them, or video their explanation, or support them to write a few sentences.
7. Get them to use their letter sounds to write your shopping list for you. They should have access to a sound mat (these were sent home at the beginning of the year) but they should begin try to use their own sound and letter formation knowledge independently, and we are not expecting correct spellings. Supposing you wanted oranges - "orinjs" would be an excellent attempt at this age. You should show them the correct spellings of words but make sure to praise them for every correct sound that they include. Here are some words that they *may* be able to spell: jam, milk, ham, chicken, fish, chips, buns, and Weetabix. You could ask them to write the just first sound for each item on your shopping list. It also gives you an opportunity to look at the format for list writing. Labels are also fun!
8. As always, please do lots and lots of reading online using Bug Club, as well as reading the levelled books we send home. You should also begin to encourage you children to look for sounds and tricky words that you know they will recognise in ordinary books, so that they begin to understand that, although they can't do it yet, the knowledge and skills they are developing will eventually empower them to read whatever they wish to read. We will reinforce this message at school.