



MOORLANDS PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE CURRICULUM NEWSLETTER RECEPTION YEAR Autumn Term

At Moorlands we strongly believe in the partnership between school and parents in each child's learning.

Each half term we shall send home a curriculum newsletter outlining the work your child will be covering in that half term. Autumn 1 refers to the weeks before the October half-term week holiday.

The **Early Years Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding of the World; Expressive Arts and Design.

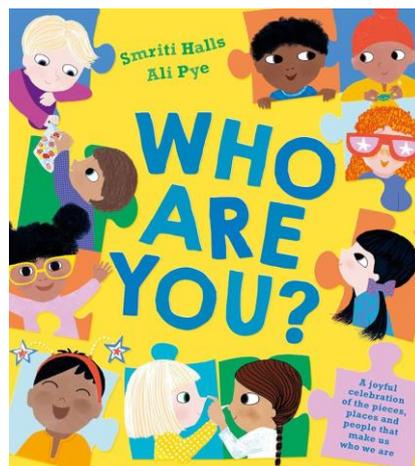
MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topic.

Autumn 1

Aliens Love Moorlands

During this first half term, the emphasis will be on personal, social and emotional development. The children will be given time to settle into school and build relationships with adults and their peers. They will be taught to access classroom resources, learn classroom routines and the school rules in order to function safely and happily in the classroom and wider school environment. We will be encouraging the children to learn all about themselves; starting with our book 'Who Are You?' This book was introduced to many of the children in their previous Early Years setting and we are now unpicking it with the children; using each page of the book to get the children to think about themselves – what they look like, what they like to play with, their favourite foods, their families, where they have been and their hobbies. Leading on from the book, we will continue with our 'All About Me' topic where children will be doing things such as learning how the five senses. We will require some support and participation from yourselves with this topic such as sending your children in with photos and informing us about your child; we thank you for your help with these activities. We are looking forward to continuing to learn more about your children!



COMMUNICATION and LANGUAGE; and LITERACY

Autumn 1

This term the children will be learning about Communication and Language (Listening, Attention and Understanding; and Speaking) and Literacy (Comprehension; Word Reading; and Writing - incorporating our phonics programme) through **stories and rhymes with predictable structures and patterned language**.

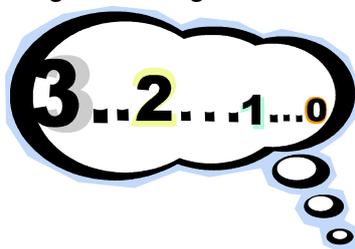


The children will soon receive regular **homework** to recognise **phonics letter sounds** taught each week and **sets of tricky words** that they will be learning in school. Soon children will begin bringing home a reading book each week in their **book-bags** with a book for you to 'share' together. You should encourage your children to have a go at identifying the letters and sounds they make, while blending the sounds together to read a word. Children may need support to do this and could even take turns for you to read every other page. It is also helpful to discuss the book and ask questions to help your child's comprehension. This is also an opportunity for children to be 'word detectives' and search for 'tricky words' within the text. Please make comments in the school Reading Record. It is also important for your child to practise physical development; which will in turn help them with writing; children who are ready to may try copying and **writing their name** regularly in the Moorlands script using the name card provided.

Mathematics

Autumn 1

This term the children will be learning to count, order and recognise numbers 0 – 10, through counting rhymes, stories with mathematical contexts and practical activities. They will learn the skill of subitising; which is where children look at a set of objects and know how many there are without counting. This begins with amounts of 1-3.



They will learn to match, name and sort common 2-D shapes and to recognise and create simple repeated patterns. The children will also start to explore some size and weight activities.

Religious Education

This half term our RE topic is 'Belonging'. We start by reading the story 'Leo the Lion' which talks about belonging to groups. We think about which groups the children belong in; e.g. class, school, hobbies, family and discuss that belonging doesn't mean needing to be the same as everyone else. Children will be learning to identify groups that they and others might belong to. During the half term we will also be sharing our own experiences and feelings about belonging to a new group i.e. class/school and learning that some people belong to groups according to their beliefs i.e. Christians.



Jigsaw (PSHE)

The theme for this term is 'Being Me'. It is about how we can use our words and actions and what we say to be kind to someone else. The children will share some of their thoughts they have had during their personal reflection time (calm me).



Thank you for your support.

Foundation Stage Team





MOORLANDS PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE CURRICULUM NEWSLETTER RECEPTION YEAR Autumn 2 Term

At Moorlands we strongly believe in the partnership between school and parents in each child's learning.

Each half term we shall send home a curriculum newsletter outlining the work your child will be covering in that term. Autumn 2 refers to the weeks between the half-term week holiday and the Christmas holidays.

The **Early Years Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding of the World; Expressive Arts and Design.

MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topics.

Autumn 2

Santa's Transport

In this topic children will learn about different types of transport and places/environments around the world to help Santa to deliver presents. Santa will be sending the children a video message, asking them for their help as his sleigh is broken and he needs them to find other ways of him to get around the world to deliver the presents. Through this topic the children will be doing lots of work within the Understanding the World area of our curriculum, both through 'The World' and 'People, Cultures and Communities'. It will give children a link into our RE for the term, thinking about Christmas and people's different beliefs and different celebrations. Although there will be a big focus on our Understanding the World part of our curriculum, we will be working on all the areas of learning throughout too. We are also hoping to book a very exciting trip to Lakeside to follow up with this learning. This will be a help to aid discussions with the children about how transport has changed over time and looking at cars and trains in the past. We are currently finalising details for this trip to hopefully take place in January and will update you with more details very shortly.



COMMUNICATION, LANGUAGE AND LITERACY

Autumn 2

This term the children will be learning about Communication and Language (Listening and Attention, Understanding and Speaking) and Literacy (Reading and Writing incorporating Letters and Sounds) through stories to do with both Transport and Christmas. We will be writing through different purposes such as lists, labelling and letters and encouraging the children to use letter shapes and think about each sound they can hear in words to help them to write it.

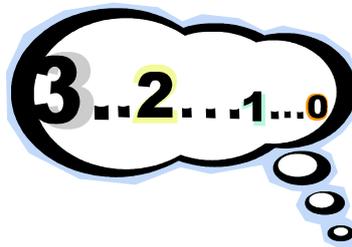


The children will continue to receive **homework** to recognise '**Letters and Sounds of the Week**' and **sets of tricky words** that they will be learning in school; remember once your child knows a set of tricky words let us know and they can move on to the next one, and we will be continuing to check them at school too. They will also still be bringing books home and should be encouraged to start using their phonic knowledge to sound out the words and blend the sounds to make the words. This is also an opportunity for children to be 'word detectives' and search for their tricky words within the text. Please make comments in the school Reading Record; if your child has read at least 4 times in a week they will get a star signed off in their reading rocket books. Once this is full your child will be awarded a certificate in celebration assembly. You can also continue to practise tracing, copying and **writing their name** regularly in the Moorlands script using the name card provided.

Mathematics

Autumn 2

This term we are continuing to work on counting and number recognition and using these skills to begin basic adding. We will also be doing some work on shapes and looking at how we can use shapes to form transport pictures, practising naming 2D shapes and looking at their properties.



Religious Education

This half term our RE topic is 'Celebration' with a focus on Christmas and Diwali. We are learning about the concept of celebration and about the different types and ways that people celebrate. The children will be learning about a range of celebrations from birthdays to christenings, with a particular focus on both Diwali and Christmas. We will be comparing these two celebrations as well as looking into the stories behind them. We will then be looking at the Nativity story in more detail, identifying the main events and characters and getting ready for our school performance.



Jigsaw (RSHE)

The theme this half term is Celebrating Difference. In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

At home they can think about:

- Can you say how you are different from a friend?
- Can you say how you are the same as a friend?
- What makes a family?
- What makes you proud?
- What are you good at doing?
- Are all families the same?
- What can you do to make a friend?
- How can you tell when someone is feeling sad, angry or upset?
- If someone is making you feel sad or upset what can you do about it?
- Shall we share a Calm Me time?

Key Vocabulary

Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.



Below you will find a list of key vocabulary that we will be using throughout our topic as well as for our upcoming maths units. Adults at school support the children in becoming familiar with this language – understanding the words and encourage them to begin using the words themselves to enhance their speaking skills. Please use the attached list to promote this language at home too; to support your child with their learning at school.

Topic Key Vocabulary

Vehicles
Transport
Car
Van
Truck
Plane
Airplane
Helicopter
Trailer
Engine
Wheels
Speed
Station
Moving
Fuel
Driver
Captain
Pilot
Mechanic
Push and pull
Window
Movement (how it travels)
Roads
Air
Traffic
Signs
Traffic lights
Zebra crossing
Reverse
Forwards
Backwards
Accelerate
Fix
Broken
Hydraulic lift
Pit
Ramp
Surface
Ground
Environment

Thank you for your support.

Foundation Stage Team



MOORLANDS PRIMARY SCHOOL

**FOUNDATION STAGE CURRICULUM NEWSLETTER
RECEPTION YEAR**

Spring Term 1



At Moorlands we strongly believe in the partnership between school and parents in each child's learning. Each term we shall send home a curriculum newsletter outlining the work your child will be covering in that term.

The **Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Literacy; Mathematics; Understanding of the World; Physical Development; Expressive Arts and Design.

MAIN TOPICS

The children will make links to all seven areas of learning focusing on the following topics.

Spring 1

FAIRY TALES

This half term the children will be undertaking a topic on a Fairy Tales. They will be immersed in a range of traditional tales such as Three Little Pigs; Goldilocks and Three Bears; Little Red Riding Hood; Jack and the Beanstalk and more. The children will learn to retell the stories, act them out, and use story sacks to tell stories and make up their own. The children will begin to build a deeper understanding of stories and their structures. We will be talking about stories having a beginning, middle and end as well as thinking about characters and story settings. Children will use the stories in their writing and maths as well as art and understanding the world to make things such as wanted posters for the big bad wolf, grow their own bean stalks, think about size for the three bears and build houses – testing materials – for the three little pigs.



COMMUNICATION AND LANGUAGE

Spring 1

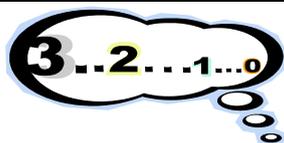
This term the children will continue to learn about the Language of Communication and Thinking, Linking Sounds and Letters, Reading and Writing through **stories and rhymes with predictable structures and patterned language, non-fiction texts, ICT and a range of cross-curricular activities.**



The children will receive regular **homework** related to the '**Letters and Sounds of the Week**' that they will be learning as well as to recognise **tricky words**. It is very important that children **read** at home daily. It is important that parents read books to children at a level above their reading age as well as encouraging the children to read their book from school. Don't forget you can also use the Phonics Success for All parent portal to read e-books and work on phonics at home. Please complete the reading records at least four times a week to comment on your child's reading progress. It is also important for the child to practise tracing, copying and **writing their name**.

Mathematics

Spring 1



The children will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are, continue to name the objects being counted to emphasise the numerosity of the set, e.g. Would you please collect 6 crayons and bring them to me? The children will also revisit the concept of cardinality – that the last number in the count tells us how many things there are **ALTOGETHER**. They will continue to be provided with opportunities to hear, join in with and develop their knowledge of the counting sequence.

Children will be rehearsing the order of the first 5 numbers and understanding that the position each number holds in our number sequence does not change. While continuing to work with numbers to 5, 6 and 7 the children will develop their understanding of the ordinal aspect by investigating the difference in value of consecutive whole numbers. They will spend time discovering that each number has a value of 1 more than the previous number. Using blocks and squares to order quantities from 1 to 5 will help to embed this key understanding.

The children will hear ordinal numbers (first, second, etc.) alongside these ordering activities and as part of classroom routines. Using representations of quantity alongside these ordinal numbers will help to embed understanding.

The children will have previously experienced hearing and joining in with the counting sequence to numbers larger than 20. This allowed them to begin to understand the pattern of numbers. They will also have explored cardinality by focusing on the 'stopping number'.

The children will be learning about capacity and using words to describe how full or empty a container is. We will be focusing on time language and days of the weeks; as well as doing further work on shapes and repeating patterns.

Spring 1

Religious Education

This half term our RE topic is 'Specialness' with a focus on special stories. We look at some of the key stories told in the bible, such as the Nativity, Lost Sheep, Good Samaritan, Prodigal Son, Parable of the seeds and overall look at how Jesus is portrayed as a storyteller. At the end of the unit the children will be able to know that Jesus told stories when he grew up and they will be able to discuss what their favourite stories are and begin to explain why. The children will also be thinking about stories that are special to them – maybe a story that is read to them at home, or a family tale.



Jigsaw (PSHE)

The theme this term is 'Dreams and Goals'. In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. We will discuss understanding that challenges can be difficult and begin to recognise some of the feelings linked to perseverance and how it will help them to achieve a goal and be ambitious; to build their resilience. They will learn to recognise how kind words can encourage people, feel proud and celebrate successes.

At home they can think about:

- What is a challenge?
- How does it feel when you think you can't do something?
- What job would you like when you are older?
- What goals have you set?
- Why is it important to keep trying?
- Tell me about a time when something was hard but you kept trying.
- How do you like to celebrate when you achieve something?
- How can we celebrate together?
- Can you tell me about Calm Me time?

Key Vocabulary

Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage



Key Vocabulary to promote with your child to help support learning at school.

Topic Key Vocabulary

Story
Fiction
Character
Language
Setting
Once upon a time
The end
Beginning
Middle
End
Retell

Thank you for your continued support.

Mrs Henneberg, Miss Nash and Miss Wallaya





MOORLANDS PRIMARY SCHOOL



**EARLY YEARS FOUNDATION STAGE
CURRICULUM NEWSLETTER
RECEPTION YEAR
Spring 2**

At Moorlands we strongly believe in the partnership between school and parents in each child's learning.

Each half term we shall send home a curriculum newsletter outlining the work your child will be covering in that term. Spring 2 refers to the weeks between the half-term week holiday and the Easter holidays.

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MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topics.

Spring 2

Animal Kingdom

In this topic children will learn about different animals that live in the wild, in farms, in the sea and in gardens. The children will get a chance to see some animals up close with a visit from a pop up farm. This means the children will have the opportunity to explain their observations and to ask questions to animal experts to further their own personal knowledge. The children will also start to understand about some simple life cycles through the wonderful experience of hatching our own chicks and watching caterpillars transform into butterflies.



Spring 2

Religious Education

This term the children will be learning about Communication and Language (Listening and Attention, Understanding and Speaking) and Literacy (Reading and Writing incorporating Letters and Sounds) through stories to do with both Animals, such as Hungry Caterpillar, Rainbow Fish and Farmer Duck. We will be writing through different purposes such as lists, fact files and labelling and encouraging the children to use letter shapes and think about each sound they can hear in words to help them to write it.



To receive homework to recognise 'Letters and words' that they will be learning in school. They will be encouraged to start using their phonics to sound out the words and blend the sounds to make the words. This is also an opportunity for children to be 'word detectives' and search for their red words within the text. Please

Jigsaw (RSHE)

The children will be learning about the body and how to stay healthy. They will be learning about the parts of the body and how to keep them healthy. They will be learning about the importance of eating healthy food and staying active. They will be learning about the importance of washing their hands and staying clean. They will be learning about the importance of getting enough sleep and staying hydrated. They will be learning about the importance of staying safe and looking out for themselves. They will be learning about the importance of being kind and helpful to others. They will be learning about the importance of being respectful and following the rules. They will be learning about the importance of being responsible and taking care of their belongings. They will be learning about the importance of being honest and telling the truth. They will be learning about the importance of being brave and trying new things. They will be learning about the importance of being confident and believing in themselves. They will be learning about the importance of being resilient and bouncing back from setbacks. They will be learning about the importance of being grateful and appreciating what they have. They will be learning about the importance of being optimistic and looking for the good in every situation. They will be learning about the importance of being compassionate and helping others in need. They will be learning about the importance of being forgiving and letting go of grudges. They will be learning about the importance of being self-aware and knowing their own strengths and weaknesses. They will be learning about the importance of being self-respectful and valuing themselves. They will be learning about the importance of being self-motivated and taking initiative. They will be learning about the importance of being self-disciplined and staying focused on their goals. They will be learning about the importance of being self-reliant and taking responsibility for their own actions. They will be learning about the importance of being self-empowered and believing in their own abilities. They will be learning about the importance of being self-actualized and reaching their full potential. They will be learning about the importance of being self-fulfilling and finding meaning in their lives. They will be learning about the importance of being self-compassionate and treating themselves with kindness. They will be learning about the importance of being self-loving and accepting themselves for who they are. They will be learning about the importance of being self-aware and knowing their own needs and desires. They will be learning about the importance of being self-respectful and valuing themselves. They will be learning about the importance of being self-motivated and taking initiative. They will be learning about the importance of being self-disciplined and staying focused on their goals. They will be learning about the importance of being self-reliant and taking responsibility for their own actions. They will be learning about the importance of being self-empowered and believing in their own abilities. They will be learning about the importance of being self-actualized and reaching their full potential. They will be learning about the importance of being self-fulfilling and finding meaning in their lives. They will be learning about the importance of being self-compassionate and treating themselves with kindness. They will be learning about the importance of being self-loving and accepting themselves for who they are.

At home they can think about:

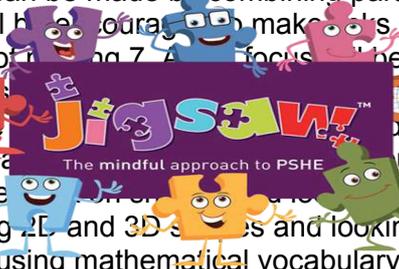
Mathematics



- Can you tell me which parts of the body you know the names of?
- What do we need to do to be healthy?
- What food do we eat that is healthy?
- What can you do to help yourself get to sleep?
- What would you do if a stranger approached you? (discuss a few different locations: park, shop etc)
- How does Jigsaw Jenie help you count bigger numbers.

We will also deepen our understanding of number bonds and parts of a whole number. They will begin to recognise that numbers can be made by combining parts in different ways (e.g. 7 is made of 2 and 5 or 3 and 4), and will be encouraged to make number bonds by considering similarities and differences in the various ways of making 7. A focus will be on partitioning 7 (splitting it into parts) and thinking about the relationship between the parts and the whole. They will be learning about the importance of being self-aware and knowing their own needs and desires. They will be learning about the importance of being self-respectful and valuing themselves. They will be learning about the importance of being self-motivated and taking initiative. They will be learning about the importance of being self-disciplined and staying focused on their goals. They will be learning about the importance of being self-reliant and taking responsibility for their own actions. They will be learning about the importance of being self-empowered and believing in their own abilities. They will be learning about the importance of being self-actualized and reaching their full potential. They will be learning about the importance of being self-fulfilling and finding meaning in their lives. They will be learning about the importance of being self-compassionate and treating themselves with kindness. They will be learning about the importance of being self-loving and accepting themselves for who they are.

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We will also be doing some more work on shapes and how we can use shapes to form animal pictures, practising naming 2D and 3D shapes and looking at their properties. We will also do some work on weighing and using mathematical vocabulary to describe and order objects in terms of their weight.

Topic Key Vocabulary - Animal Kingdom

Incubator Incubation Hatching Life Cycle Pipping Dander Habitat Carnivore Herbivore Wild Fur Feathers	Farm Pen/ Cage Mammal Reptile Fish Pets Chrysalis Pupa Egg Frog spawn Tadpoles Minibeast
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Maths Key Vocabulary

<u>Shapes</u> Properties Sides Corners 3D 2D Flat Curved Straight Round Solid Face Edge End Bigger Larger Smaller Symmetrical Cube Pyramid Sphere Cylinder Cone Triangle Square Circle Rectangle Star	<u>Weight</u> Weigh Weighs balances heavy/light heavier/lighter heaviest/lightest balance scales weight
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Thank you for your support.

Foundation Stage Team



MOORLANDS PRIMARY SCHOOL

FOUNDATION STAGE CURRICULUM NEWSLETTER RECEPTION YEAR Summer Term



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MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topics.

Summer 1
Superheroes
<p>In this topic children will learn about both fictional and real life heroes, such as fire fighters, doctors and people who help in families and the community. The children will have opportunities to learn about the different occupations and 'role play' these jobs. We are intending to give the children chances to explore forces, such as magnetism, as well as investigate the best instruments for sirens. The children will learn about Pop Art and have the chance to create their own art work in the style of Lichtenstein as well as write their own superhero stories. We hope the children will enjoy writing their own secret messages and cracking number codes too!</p>

Music
<p>Big Band: In Music we will look at what instruments are and make our own instruments. We will then explore the different families and sounds of the instruments in the orchestra.</p>

COMMUNICATION, LANGUAGE AND LITERACY

Summer 1

This term the children will continue to learn about the Language of Communication and Thinking, Linking Sounds and Letters, Reading and Writing through **stories and rhymes with predictable structures and patterned language, non-fiction texts, ICT and a range of cross-curricular activities.**



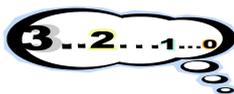
The children will receive regular **homework** related to the **phonics** to enable them to practise the sound learnt that week; they will be learning as well as to recognise **red words** and ask that you continue to practise these regularly at home. It is very important that children **read** at home at least four times a week; daily if possible is great. Children will continue to bring home phonics books weekly as well as have weekly trips to the library. It is also important for the child to practise tracing, copying and **writing their name** regularly. We are aiming towards writing and reading simple sentences. When writing children should be able to write words phonetically and include some of the red words they know too, spelling them correctly.

MATHEMATICS

Summer 1

The children will revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will be given further opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it. While consolidating their understanding of the word pattern embedded within most of our number names, the children will also be given opportunities to hear and practise key differences in the number names e.g. between ‘teen’ and ‘-ty’ numbers.

A key area of focus this week will be to develop confidence in counting strategies, including counting on from different starting numbers. The children will also consider strategies for counting larger numbers of objects, including those that cannot be moved. During classroom routines, the children will be given further opportunities to hear, and join in with, counts beyond 20. Adults should continue to draw attention to the pattern of the counting numbers beyond 20. They will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Children will be developing their understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. Children will consolidate their understanding of the composition of 5 (number bonds) and practise recalling the parts of 5 when 1 part is not visible. In addition, the children will have an opportunity to build on previous work on the composition of 6 and 7 as ‘5 and a bit’, and see that both 8 and 9 can be composed as ‘5 and a bit’. Then begin to explore how 10 can be composed. They will also develop a sense of the ‘ten-ness of 10’ by making their own collections of 10 objects.



They will continue to develop their ability to name and sort common 2-D and 3-D shapes and to recognise and create simple symmetrical patterns.

Summer 1

Religious Education

This half term our RE topic is 'Special Places' and will be learning about the concept of Specialness (places). We start by reflecting on what the children think 'special' means and allow them the opportunity to express ideas about their own special place. We think back on special memories and talk about what makes places special. We then move on to understand that different faiths have different places of worship and our discussions then take us to Churches and Mandir and how Christians and Hindus have their own special places of worship. Children are taught about the different features of churches/ temples and how some people replicate these in the home in forms of decorations etc. The children then reflect back on to what their own special place is and why.



Jigsaw (RSHE)

The theme this half term is 'Relationships'. Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.

At home they can think about:

- Who is in your family?
- What jobs do mummy / daddy do around the house?
- Who are your friends? How do they make you feel?
- What do you do if your friend makes you upset?
- Can you tell me about a time when you felt angry – what happened to stop you from feeling angry?
- How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?

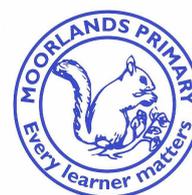
Key Vocabulary

Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.



Thank you for your continued support.

Mrs Henneberg, Miss Nash and Miss Wallaya



Topic Key Vocabulary – Superheroes

<p><u>'People that help us'</u></p> <p>Police officer Firefighter Lifeguard Security guard Vet Doctor Nurse Teacher Paramedic Lunchtime supervisor Mechanic Librarian Emergency vehicles (look at previous transport topic) Save Rescue Emergency 999 Services</p>	<p><u>Superheroes</u></p> <p>Super powers: Teleport, Laser, Invisibility, Camouflage, Fire, Ice Hero Heroine Villain Save Help Rescue Mission Trap</p>
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Maths Key Vocabulary

<p><u>Number bonds</u></p> <p>Recall Number facts Number line Pair Part-whole model</p>	<p><u>Weight</u></p> <p>Heavy, light, heavier, lighter, heaviest, lightest, compare, order, weigh, scales, balanced, equal, same, weight</p>
<p><u>Adding and subtraction</u></p> <p>Add More Plus Increase Total, makes, equals Sum Altogether Number sentence Subtract Minus Less Decrease Take away Difference Fewer Leave</p>	<p><u>Doubles and halves</u></p> <p>Double Twice Same again/same Equal (Same) Even (same) Multiplied by two Two times Two lots of Halve Split into two equal parts Share Half of Each</p>