



Dear Parents and Carers,

September 2026

Welcome back from the holiday. We are in our first half term of the academic year! We have many exciting lessons planned ahead. A school trip to Amazon World has been booked. A more detailed letter will follow.

Please find below an outline of the work we intend to cover in Apollo Class for the first half of Autumn term.

Our topic theme is 'The Rainforest', with a focus on Rainforest animals in science. We will be teaching Geography instead of History this half term.

English	<u>Narrative: We're Roaming In The Rainforest.</u> The students will learn to write the story and invent their own story using the same style using the Talk For Writing - Pie Corbett approach. <u>Poetry:</u> Looking at poems about rainforest animals. Recreating poems about ourselves and writing rhymes.
Mathematics	<u>Number: Place Value:</u> Identifies how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. Finds the number before and after and one more and one less from a given number to ten. Reads numbers from 1 to 20: Writes numbers from 1 to 20: Places three non-sequential <u>Addition & Subtraction:</u> Starts to count a set of objects when asked "How many?" Makes groups of three. Makes groups of four. Makes groups of five. Explains the meaning of the term "more" using simple language. Explains the meaning of the term "take away" using simple language. Solves one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
Science	<u>Animals including Humans:</u> Gives an animal or human more than one attribute, e.g. a bird has feathers and flies Indicates that animals have blood, bones and skin. Communicates about the different foods animals eat Compares or matches the body shape and skeleton of different animals. Identifies similarities and differences between different animals. Describes an animal using correct simple vocabulary, e.g. claws instead of nails
Art / D.T	<u>Rainforests:</u> Works in 3D. Works in 2D. Responds appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc. Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc. Makes models using a range of tools (under supervision). Cuts thicker materials with scissors, e.g. tape, string, etc. Combines different materials within their work.
Computing	<u>Technology in our lives</u> What is technology and how do we use it in our everyday lives.

Geography	<u>Rainforests:</u> Identifies common items by using familiar group names, e.g. plants, animals, etc. Gives simple attributes of different habitats. Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert.
Music	To learn about features of Cyclic patterns: To develop rhythm skills: To learn about Tempo: To develop listening skills: To learn about Call and Response: To play performance pieces: To compose a short cyclic piece.
Forest Skills	Wild Passport Skills Level 1: Shelter: what is shelter? Making mini shelters and nests. Free style den building Nature: Identification skills. Planning for new nature areas to support our changing climate . Rope: learning a range of knots and their applications
P.E.	<u>Tag Rugby and Hockey</u> Rules of the game, Hand eye co-ordination, Team work, Movement, Gross and fine motor skills, communicating within a team and Learning about Invasion games.
PSHE	<u>Self care, Support and Safety:</u> Identify some ways in which we may be cared for by our families, friends and other adults. Identify and name feelings associated with not feeling safe - worried, scared, frightened and identify trusted adults who can help us if we feel this way. Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.
R.E.	<u>Sukkot</u> - The theme will be focusing on being 'Special'. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.

A very successful way of communicating is through class dojo. We will use the dojo system for sending out messages.

Our **PE** days will be on *Mondays and Wednesdays*. Please ensure your child has a water bottle in school (not metal). Can you help your child to remember their reading folder daily. We will change your child's reading book once they have read it three times and have a good understanding of the story. Please let us know when it needs changing either in the reading record or email me via dojo. A 'Show and Tell' session takes place every Friday morning. The students are allowed to choose something from home to show their peers and talk about it. This session is invaluable as it boosts the students' confidence in talking in front of an audience, listening to others and practise asking questions.

Many thanks for all your support!

Kind regards,

Support Team

Mrs Noctor (Class Teacher)
Bridget Hornblow T.A - AM
Hannah Cranshaw - PM

Hannah Fyffe (Speech and Language Therapist)
Hannah Lawrence (Occupational Therapist)