



## CURRICULUM NEWSLETTER

**CLASS 1**

**SUMMER TERM 2024**

**TEACHER:** Mrs Setchell / Mrs Elliott

**TEACHING ASSISTANT:** Mrs Sherwood

### TOPIC TITLES:

**Term 5: Long, long ago**



**Term 6: Around the world.**



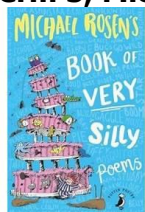
In the Early Years, we plan our curriculum focus, but our planning is dynamic and we change and adapt according to the children's interests and needs. This is a crucial aspect of the provision in the Foundation Stage.

In the Summer Term, as we approach the end of Reception, much of the learning will be focused on the achievement of the Early Learning Goals for each area of the curriculum.

### ENGLISH, COMMUNICATION AND LANGUAGE:

Class 1 will continue building on their phonics knowledge, consolidating previous learning, plus acquiring Phase 4 phonics knowledge. In Phase 4, we meet polysyllabic words and words with adjacent consonants words (e.g. **tent** or **grass**) and more common exception or star words.

Our authors of the term are **Term 5, Michael Rosen** and in **Term 6**, the West African author **Attinuke**.



We will continue giving individual guided reading books to match children's phonics level and will incorporate a wide range of fiction, non-fiction, rhymes, fairy tales and poetry books in our learning.

In writing, we will help children progress to independent recording of captions and sentences that can be read back by themselves and others!

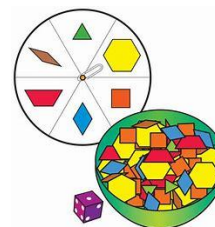
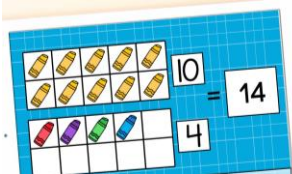
Children will use their phonics knowledge to record key sounds and star words. Focus will be on full stops, finger spaces and capital letters. To achieve this, children will have daily phonics sessions, writing related to our topics and class topic along with additional handwriting practice to consolidate letter formation.

### MATHEMATICAL UNDERSTANDING:

This term, we explore numbers **beyond 10**, looking at and manipulating different representations of those tricky teens numbers, recording the numerals, number rhymes and songs where we count forwards and backwards - 1 less / 1 more, count in 2's and look at the patterns in our number system.

We also continue our focus on the children having a **deep** understanding of numbers up to 10. Adding, taking away, number bonds, odds and evens, double number facts and sharing and grouping.

In addition to number work we revisit and build on our previous shape, space and measure learning to include building and mapping skills. We will continue to do this with our daily Maths lessons and rainbow challenges as well as number, shape space and measure activities in our continuous provision, so children experience maths as part their play.



## SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING:

Sinking and floating.

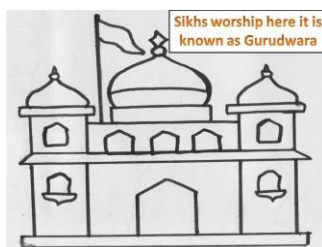
Weather and Sun safety.

The natural world in summer and exploring different habitats around our school grounds.

Features of different African animals to match their region/habitat/environment.

## RELIGIOUS EDUCATION:

Finding out about Sikhism from the eyes of a Sikh persona doll, Harjeet. His favourite story, where he worships and his special clothing. Creating our own Gurdwara and role playing what happens inside it. Making comparisons to what we have learned about Christianity.



## HISTORICAL, GEOGRAPHICAL & SOCIAL UNDERSTANDING:

Life in the past and present: In Granny's basket: looking at photos of then and now and first hand investigation by examining and handling old coins and household objects. Finding out about life in a castle using non fiction books.

Exploring some similarities and differences between life in this country and parts of Africa such as those of 'Anna Hibiscus' the character based on Attinuke's life.

## EXPRESSIVE ARTS AND DESIGN:

Rubbings, observational drawing, printing and painting. African arts and crafts.

Looking at the work of sculptor and environmental artist Andy Goldsworthy and making our own environmental/ephemeral land art.



## THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:

**READING:** Share your child's guided reading books at least 3 times a week and please do record by in their reading record books by ticking and or comment.

Help them with an awareness of reading materials in the world around them when you are out and about, like restaurant menus, signs and labels in shops.

Still continue to read stories **to** them- the books they have chosen from school and/or books from home or the library.

**PHONICS/HANDWRITING:** We will continue to send home phonics sheets for you to complete with your child at home on a Monday, Tuesday, and Wednesday. They do not need to be completed for the next day; do them as and when you can!

**SPELLINGS:** Although we will not be giving out 'spellings' to learn for a test we will begin practicing writing 'star words' this term. These are those 'tricky' words that don't always fit the rule, e.g. you, was, my. We will be sending home lists of those words that the children are working on to support their writing.

**WRITING:** Look for any opportunities to encourage independent writing such as shopping lists, labels, birthday cards. Encourage children to record the key sounds they hear when they say it aloud. Have a sound mat to hand and a star word mat. Talk about finger spaces, capital letters to start a sentence and full stops as we are encouraging them to use these in their sentences so it can be read back easily.

**MATHS:** Reciting numbers forwards and backwards in rhymes and stories. Any opportunities for estimating quantities to ten, to 20 and beyond. Real life opportunities in the home or garden to count in 2s; to add up 2 totals; to take away; to share fairly between 2,3,4 family members.

*Singing and performing topic songs and rhymes, using percussion instruments. Sound patterns and matching movements to music.*

### **PHYSICAL DEVELOPMENT:**

#### **Gross and Fine Motor skills**

Further develop and refine a large range of skills like catching, running, throwing or jumping. Increasing their strength, balance and coordination in their moves. Hold a pencil effectively in preparation for fluent writing and accurate drawing.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:**

#### **Being my best:**

Keeping a growth mindset: being brave to keep going when something is hard and learning from my mistakes.

Setting goals for myself.

Healthy eating, healthy mind, exercise and sleep so I can do my best!

#### **Rights and respect**

Looking after my special people and friends.

Being helpful and taking on responsibilities at home and in caring for our world. Looking after money.

Responsibilities at school including to complete the class rainbow challenges independently.

This is a class rainbow challenge!



Using any opportunity for simple calculations in a practical situation, e.g. "We need 8 placemats. How many have we got? How many more do we need?". Spotting numbers in the environment. Practicing number formation and helping record numbers for shopping lists/ how many screws for the DIY etc

### **AND ESSENTIAL . . .**

As always, please ensure your child is equipped for the weather- whether it be rain or shine!

Fingers crossed, the weather will continue to warm up. For sun safety we ask that your child brings:

- a labeled sunhat
- a labeled water bottle.
- sun cream ready-applied before attending school
- a labeled bottle of sun screen so that your child can 'top up' their protection themselves with minimal adult assistance. We usually do this before lunch play.



**Sun Safety**

### **VISITS AND TRIPS:**

- There will be transition sessions to Class 2
- You will be invited to our younger Sports Day event
- We have Class 1 'Stand by me' picnic fund raiser- see the 'save the date' invitation coming out shortly!

### **RESOURCES WE NEED:**

- The children have been so creative with their junk modeling-with unusual tubes, boxes, lids, yoghurt pots, fabrics etc. (no toilet rolls please for reasons of hygiene)
- Also, items of stationery are always welcome (paper, notebooks, headed paper, envelopes etc).
- For Term 6 we would love post cards and travel brochures from around the world
- If anyone has been to Africa and would be willing to talk to the children, please let us know

**We are always happy to give help and advice, so please do not hesitate to contact us.**

**Thank you!**

**The Class 1 Team**