



April–May
2024

Welcome Back

I hope you have all enjoyed a relaxing Easter and are ready for another busy term. Please pop in to see me if you have any questions or just like further information about something.

Robotics Workshop

On Friday 12th April we will be participating in a Robotics Workshop as part of a whole school technology day.

Read, Talk and Play together

Reception parents please support your child's learning in school by reading, talking and playing together at home through the weekly activities posted on Tapestry each Monday. Remember to share the experience.

Supporting at home

Listen to your child read as frequently as possible.
Log in to Letterjoin and practice letter formation (qr9971 and home).
Download and play the white Rose 1 minute Maths app.



Let your light shine!

We will continue to explore the meaning of the school's new vision and develop a greater understanding of the behaviour code based on being respectful, responsible and safe.

Christening

As part of our RE topic we will be visiting St Andrew's Church where Rev Craig will explain the significance of baptism and Charlotte, our class doll, will be 'Christened'.

Cultural Diversity Week 20th–24th May

During the week we will be developing our understanding of other cultures and celebrating the power, influence, and stories from different communities.

Curriculum Information

Keep reading this newsletter to find out more about what we will be learning this half term. Please share the vocabulary with your child as talking about this will support them in accessing the learning effectively.



Reception
Year 1

Reception

The following information is designed to give you an understanding of some of the areas of the EYFS curriculum we are working on this half term, it is not everything! Please continue to support your child at home. If you have any questions or would like any further information please let me know. Thank you Miss Howlett.



Prime Area: Personal, Social and Emotional Development:

Self-Regulation:

Can understand their own feelings

Can identify some ways self-regulate emotions, eg holding back, sharing, negotiation and compromise

Thinks about the perspective of others

Understands others' feelings, offering empathy and comfort

Has a positive sense of self and sees themselves as a valuable individual

Managing Self

Shows persistence, perseverance and resilience in the face of challenge

Is able to wait for what they want

Building Relationships

Solve problems co-operatively, resolving most conflicts themselves.

Takes turns with others in conversation in a range of contexts

Shows sensitivity to the needs of others.



Read, talk and Play Together

Activities will be posted weekly on Tapestry. Please log in and have fun trying the three activities and help your child learn and earn a sticker.

Specific Area: Literacy Phonics and Word Reading



Sounds-Write
FIRST RATE PHONICS

Blend, read, segment and manipulate CCVCC words including known phonemes / graphemes.

Blend, read, segment and manipulate words containing the digraphs ch, sh, th, ng, ck.

Recognising high frequency words including: is, the, I, for, of, are, was, all, some, come, to there, their, these.

Developing fluency and reading stamina so please remember to listen to your child as often as possible.



Remember to log into Tapestry to find out more about what we are doing in reception and ways you can support your child at home.



Rainbow Challenges

Rainbow challenges will continue to form an important part of the continuous provision within the classroom. Please talk to your child about the activities and encourage them to gain a full rainbow by the end of the week so they can receive a small reward from the treat tin.



Red	Literacy: Reading / Phonics
Orange	Expressive Arts and Design
Yellow	Literacy: Writing
Green	Understanding of the World
Blue	Mathematics
Purple	Personal, Social, Emotional Development

Specific Area: Mathematics



Counting larger sets

Counting things that cannot be seen

Subitising to 6

Composition '5 and a bit' (8 is 5 and 3)

Composition of 10

Specific Area: Understanding the World

Past and Present: Transport through time

To understand the past through settings, characters and events encountered in books read in class and storytelling. To identify some similarities and differences between things in the past and now.



Books and stories:

Mr Gumpy's Motorcar by John Burningham;

The Runaway Train by Benedict Blathwayt;

Amelia Earhart (Little People, BIG DREAMS series) by Isabel Sanchez Vegara;

Mrs Armitage on Wheels' by Quentin Blake.

Key Questions

What type of (transport) did we look at in our story?

Do all trains have steam coming out of them?

What vehicles do we see/use now?

How do you get to school? You travel by...

I wonder if they had a a long time ago.

Do we still see/use that mode of transport now?



Writing based on the book Lost and Found by Oliver Jeffers



Writing to inform:

Non-chronological reports

To write facts about animals in the Antarctic.

To section information using subheadings.



Writing to inform:

Character Descriptions

To describe a character.

To use alternative words for sad.

To list a pair of adjectives, using a comma.



Writing to inform:

Instructions

To write instructions using a title, imperative verbs and bullet points.

To sequence instructions using adverbs.

Writing to entertain:

Retelling



To identify the main events in a story.

To put the main events from a story in order.

To use adverbs to sequence a story.



Handwriting

Correct pencil grip, letter formation and positioning of letters

Word of the Day



Word type

Definition

Sentence

Challenge

Punctuation:

Capital letter

Full stop

Exclamation marks

Question marks



Writing to entertain:

Narrative



To sequence ideas for a story.

To use adverbs to sequence my story.

To edit and improve my writing.

To make a simple book of my story.



Count in 2s

How can you count the pairs?
What pairs can you see/find?
What patterns do you see when you count in 2s?
When you count in 2s, what numbers will you say/not say?

Count in 10s

When you count in 10s, what number comes after / before ___?
How many groups of 10 are there? What number is this?
If you count in 10s from __, will you say ___?
Which digit stays the same/changes?

Count in 5s

Will you say __ when you count in 5s? Why/why not?
When you count in 5s, what number comes after / before ___?
What patterns do you notice when you count in 5s?
What do you notice about counting in 5s and counting in 10s?

Recognise equal groups

What does "equal" mean?
How do you know that the groups are equal/ unequal?
How many equal groups are there?
How many are there in each equal group?

Add equal groups

Are the groups equal? How do you know?
How many are there in each group?
How many equal groups can you see?
How many are there altogether?
How can you write this as a number sentence?

Make arrays

What is a column?
Can you show me a column in the array?
What is a row?
Can you show me a row in the array?
How many equal rows/columns are there? How many are there in each row/column?
How many are there altogether?
How can you write a number sentence to match the array?

Fractions

Recognise and find a half of an object or a shape

What is the whole?
How many parts are there?
Are the parts equal?
Is this a half? How do you know?

Find a half of a quantity

How many are there altogether?
How many equal groups are there when you are finding half?
How many are there in each group? So what is half of ___?
If 3 is half, how can you find the whole?

Recognise and find a quarter of an object or a shape

What is the total/whole?
How can you find a quarter?
How many parts do you need to find a quarter?
How many are there in each part?

Find a quarter of a quantity

When you find a quarter, how many equal groups are there?
How many are there in each group? So what is a quarter of ___?



row



column



array



equal



double



group



whole



half



quarter



Through this unit children will learn to:

- Identify plants and their features.
- Recall some of the roles that flowering plant parts have.
- Name some trees and their parts.
- Identify similarities and differences between deciduous and evergreen leaves.
- Recall that seeds and bulbs come from plants.
- Recognise that seeds need water for growth.

When working scientifically, pupils who are secure will be able to:

- Respond to suggestions on how to set up an investigation to answer a question.
- Use a magnifying glass to observe the different parts of flowering plants.
- Draw and label a diagram of a flowering plant.
- Use an identification chart to name flowering plants.
- Sort plants into groups based on specific criteria.
- Use non-standard units to measure leaf length.
- Recognise similarities and differences in seeds and bulbs.
- Recognise that predictions do not always match observations.
- Identify which plant parts can be eaten.

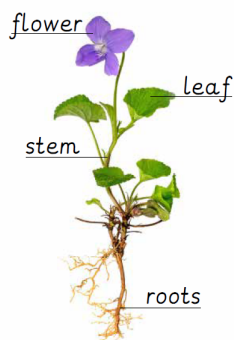
Science - Introduction to plants



Year 1



Plant parts



plant	A living thing that stays in one place and makes its own food from sunlight.
roots	The part of a plant that grows underground.
stem	The part of a plant that grows above ground and keeps the plant upright.
leaf	The green parts of a plant that grow from stems or branches.
flower	The colourful part of a plant where seeds are made.

Deciduous trees



Leaves:

- Change colour.
- Fall in winter.
- Are wide and flat.

Wild plants



dandelion



daisy

Garden plants



lily



rose

Deciduous trees



horse chestnut



oak

Evergreen trees



holly



pine

Evergreen trees



Leaves:

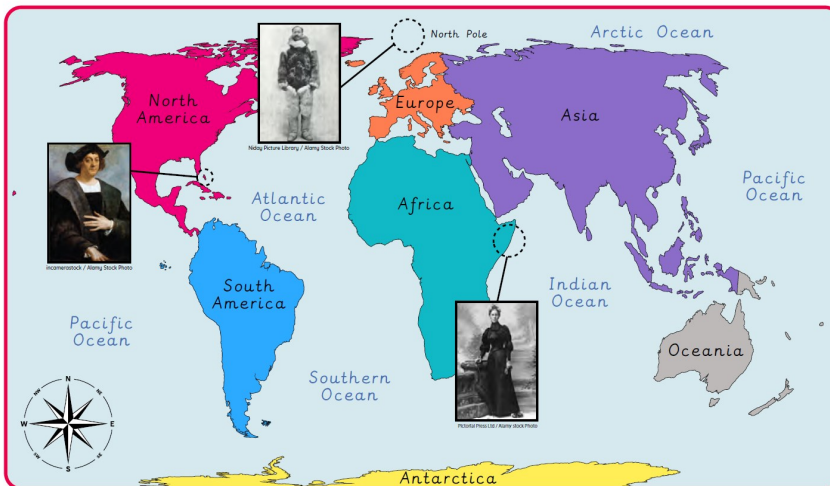
- Always green.
- Tough and waxy.
- Are narrow and needle-like.



Through this unit children will learn to:

- Explain what explorers do
- Name equipment or transport an explorer would need.
- Sequence four photographs from different periods of time.
- Name important explorers
- Identify where explorers travelled and identify their achievements.
- Select the most important events in a historical story.
- Sequence events on a timeline.
- Describe what they can see in a photograph.
- Make inferences about what a person in an image could be saying and ask questions to further their understanding.
- Recall information about past and present exploration.
- Understand events in relation to the present day and compare how exploration has changed over time.
- Describe how an explorer is significant and how they impacted events or people's ideas.
- Present significant people using a coat of arms.

 discovery	 explorer	 transport
 past	 present	 timeline
 living	 memory	 voyage
 equipment	 North Pole	 achievement
 yacht	 historical	 significance
 remember		



achievement 
explorer 
voyage 

