



June - July  
2024

## Welcome Back

I hope you have all had a relaxing half term and those of you who went away had an enjoyable and safe time. I really can't believe we are in the last half term of the year. Time certainly flies when you're having fun.

## 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.

## Supporting at home

Listen to your child **read** as frequently as possible.

Log in to **Letterjoin** and practice letter formation (qr9971 and home).

**Maths:** play the White Rose 1 minute Maths app and **Numbots**.

## Read, Talk and Play together

Reception parents please support your child's learning in school by joining in with the weekly Read, Talk and Play Together activities posted on Tapestry each Monday. Your child will then be able to put up their gold star on the chart.



Reception  
Year 1



## Rainbow Challenges

The very popular weekly Rainbow Challenges will continue this term. It is now expected that Y1 children will complete at least the red, yellow and blue challenges each week.

## Dates

Mon 3rd June:  
Forest School

Thurs 6th June: SEN Parent  
Coffee Morning

Fri 7th June FSSA Dress down  
day

Tuesday 11th June  
iSingPOP workshop

10<sup>th</sup>-14<sup>th</sup> June Healthy  
Eating Week

Fri 14th June Summer Fete

17th-21st June Careers Week

Thurs 4th July Sports Day

Thurs 4th July FSSA  
Chocolate event

Thurs 4th July  
Reports out

Friday 5th July Training  
Day (no children)

15th -19th July Art Week

19th July break up for the  
summer holiday.

Please look on the weekly  
school newsletter for  
any further dates.

# 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

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate

### Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  
Explain the reasons for rules, know right from wrong and try to behave accordingly.  
understanding the importance of healthy food choices.

### Building Relationships

Work and play cooperatively and take turns with others.  
Show sensitivity to their own and others' needs.

**Read, talk and Play Together** Activities will continue to be posted weekly on a **Monday**. Please log in and have fun trying the three activities while supporting your child to learn and earn a star.



## Specific Area: Literacy Phonics and Word Reading



**Sounds-Write**  
FIRST RATE PHONICS

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

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

Developing fluency and reading stamina is crucial so please remember to listen to your child read as often as possible and re-read the books to achieve fluency.



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 and 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

Verbally count beyond 20.

Compare quantities up to 10

Explore and represent patterns within numbers up to 10, including evens and odds, double facts

Recall number bonds up to 5 (including subtraction facts) and some number bonds to 10



## Specific Area: Understanding the World People and Places

Compare life for children in different countries. Use a range of ways to find out about life in the UK compared with other countries and articulate these.

### Books and stories:

Children Just Like Me: A New Celebration of Children Around the World' by DK.  
One World, One Day by Barbara Kerley.

### The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
Know some similarities and differences between the natural world around them and contrasting environments.

### Books and stories:

The Oak Tree: Julia Donaldson  
The Gruffalo: Julia Donaldson

# Year 1

Please find some information relating to the Year 1 Curriculum on the next couple of pages. Please continue to support your child at home. If you have any questions or would like any further information or support please let me know.



Thank you Miss Howlett.

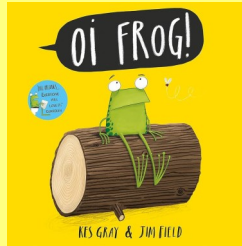
## Writing to entertain:

### Rhyming words

To identifying rhyming words and compose silly sentences based on the rhymes.



To publish their own mixed up book based on silly rhymes.



## Writing based on the book

### Oi Frog!

## Writing to entertain:

### Questions

To identifying compose, write and punctuate a simple question sentences.



## Singular and Plural

Regular plural noun suffixes -s or -es for example, dog, dogs; wish, wishes.

Including the effects of these suffixes on the meaning of the noun

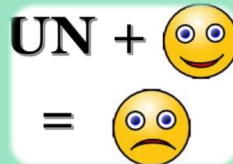


Terminology: Singular, Plural

## Prefixes

How the prefix un- changes the meaning of verbs and adjectives, (e.g. unkind, or undoing: untie the boat)

Terminology: Prefix, Root word



## Suffixes

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)



## Writing to entertain:

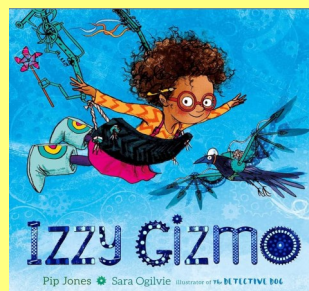
### Retelling the story

Make predictions

Noun phrases

Retelling the story

Adapting the story - a new invention



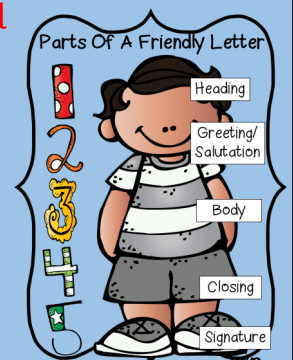
## Writing based on the book Izzy Gizmo

## Writing to inform:

### Feelings and Emotions

To identify feeling and motions.

Write a letter of advice.



## Sounds-Write Phonics

Daily Phonics focusing on consolidation the first spellings from the initial code (Units 1-25)  
Reading and spelling polysyllabic words



## Reading

Regular guided and individual reading at school and home.

Daily story time.

Vocabulary discussions



Year 1 Maths Summer Term 2

Place Value

 counting	 forwards	 backwards
 number square	100 hundred	 groups
10 tens	 whole	 part
 number line	 estimate	> greater than
< less than	 before	 after
= equal	 compare	 digit

Key vocabulary for this term's topics.

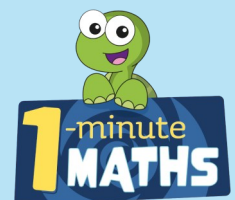
Please share and explain these

Money

 money	 coin
 counter	 value
= equivalent	1p pence
 pound	 note

Time

 hour	 minute	 second	 clock
 quicker	 slower	 hour hand	 minute hand
 o'clock	 half past	 half way	 turn





Year 1 Science Making Connections

Using the picture books *The Oak Tree* and *The Gruffalo* by Julia Donaldson as inspiration, children will broaden their understanding of plants and animals. They will gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They will build waterproof animal homes with natural materials and sort birds according to their diet.

 amphibian	 bird	 fish	 mammal
 reptile	 herbivore	 omnivore	 carnivore
 life cycle	 season	 diet	 natural
 predict	 pattern	 test	 compare
 measure	 natural	 material	 data

## Animal Groups

### mammals



- Fur or hair.
- Drink milk from their mothers.
- Give birth to live young.

### birds



- Two wings and two legs.
- Beak and feathers.
- Lay eggs.

### reptiles



- Dry, scaly skin.
- Breathe with lungs.
- Lay eggs.

### amphibians



- Moist skin.
- Live on land and water.
- Lay eggs.

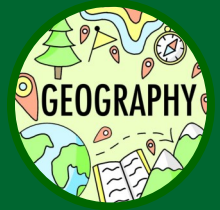
### fish



- Scales.
- Gills.
- Lay eggs.



# What is it Like to live in Shanghai?

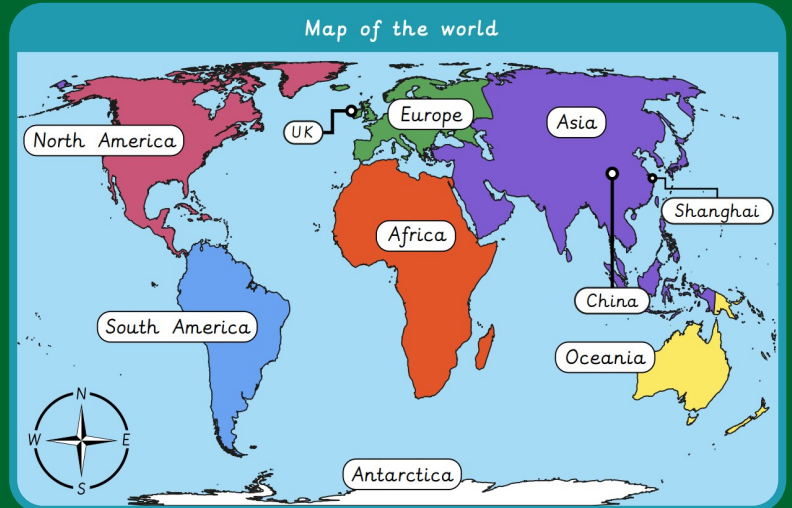


## Year 1

Using a world map the children will start to recognise continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

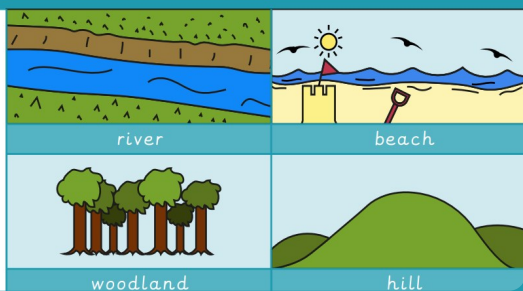
continent	country	UK
world	Europe	Asia
features	human	physical
map	globe	atlas
key	symbol	natural
Atlantic	Pacific	ocean

What can you see in Shanghai?



Physical features

Landforms that occur naturally on Earth.



Human features

Large features that were built by people.

