



June - July
2026

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 Explore together

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

Bookbags

As there is only a limited amount of space to store bags in the classroom, please use a bookbag rather than a rucksack. This also helps to protect the reading books, many of which are getting damaged when squashed into other bags.



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.

Forest School

Year 1 will continue with Forest School on a Thursday afternoon. Please ensure clothing is suitable for the weather including sunhats and sun cream when necessary.

Diary Dates

Please look on the weekly school newsletter for Dates for the term.



Reception
Year 1

MARK THIS ON YOUR
CALENDAR



Respect



Do to others as you would have them do to you. Matthew 7.¹²

Respect is not just a personal virtue; it's also essential for creating a harmonious and inclusive society. It is important to treat others with respect even if we sometimes do not agree with the way they behave or the things they say.

Respect at home: Talk together and think about:

How do you show respect to each other in your family.

Often we show respect to someone by the way we speak to them. What does this mean in practice?

Do you treat one another's possessions with respect? What does this mean in practice?

At school we will be reading these stories about respect



Bible stories and verses we will be learning about...

Remembering to pray for others. Ephesians 6.¹⁸

Valuing others as we would like to be valued. Matthew 7.¹²

Celebrating God's never ending love. Psalm 8.⁹



Valuing difference Luke 7 ¹⁻¹⁰

Valuing special places Matthew 21. ¹²⁻¹⁷

Valuing different opinions 1 Peter 2.¹⁷

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 Explore 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 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

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:

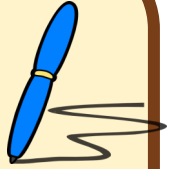
Children Just Like Me: A New Celebration of Children Around the World' by DK.
One World, One Day by Barbara Kerley.

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.

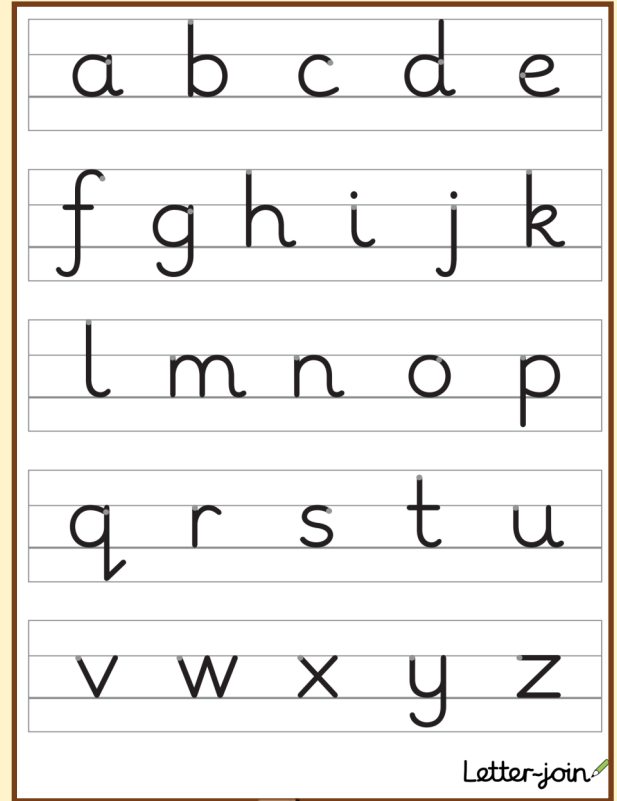
Books and stories:

The Oak Tree: Julia Donaldson
The Gruffalo: Julia Donaldson



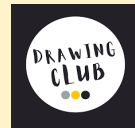
Writing to inform:

Identifying and writing questions
Simple recount of an event

Grammar and punctuation

Singular or plural?
Prefix un (unzip, undo)
Question marks

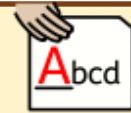


adjectives

nouns



sentence



capital letters

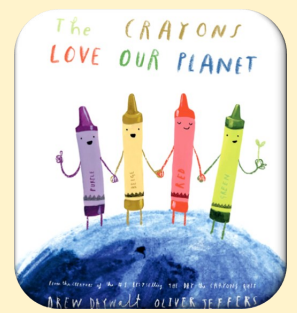
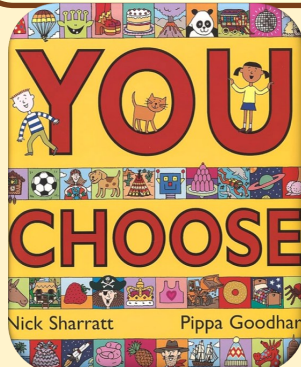
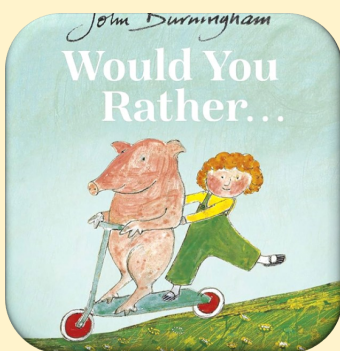
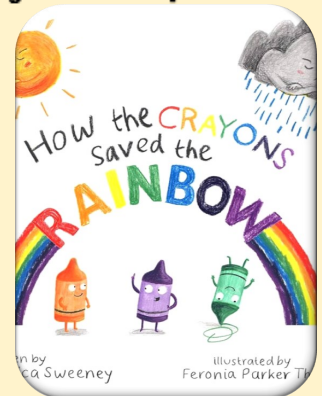
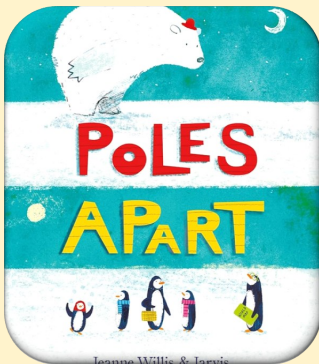


verbs

Writing to entertain:

Clear accurate sentences
Simple stories
Inspiration from Big Picture Write
Creating own book based on would you rather...
Drawing Club Adventures

● ?
full stop question



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.

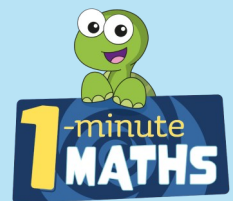
Please share and explain these

Money

| | |
|-----------------|-------------|
| money | coin |
| counter | value |
| = equivalent | 1p pence |
| pound | note |

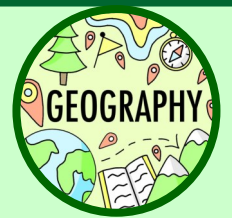
Time

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





What is it Like to live in Shanghai?

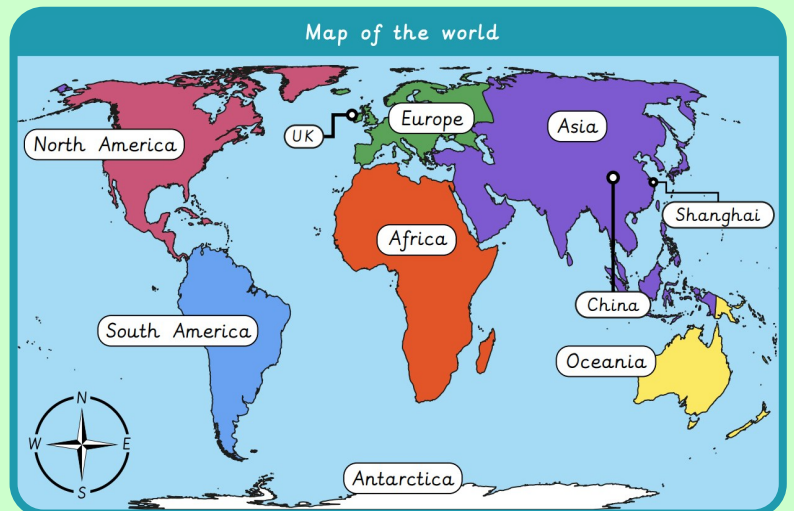


Year 1

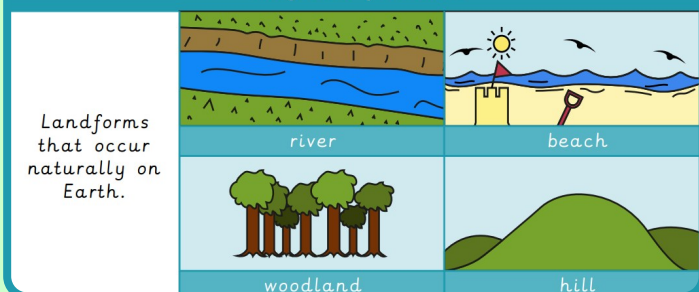
Using a world map the children will start to recognise continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical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

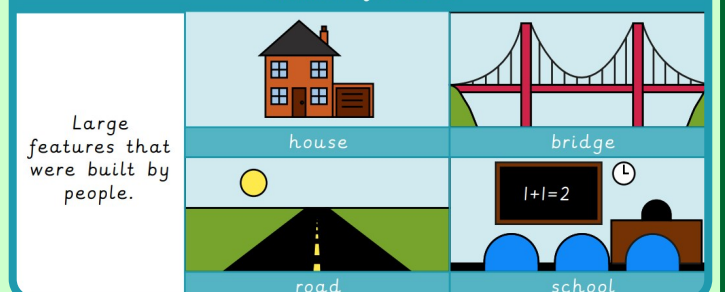
What can you see in Shanghai?



Physical features



Human features



Year 1 Science: Summer Term

An Introduction to Plants



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.

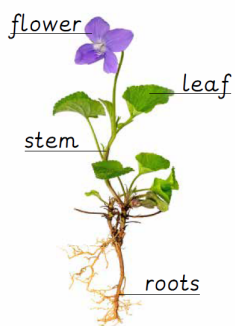
Science - Introduction to plants



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

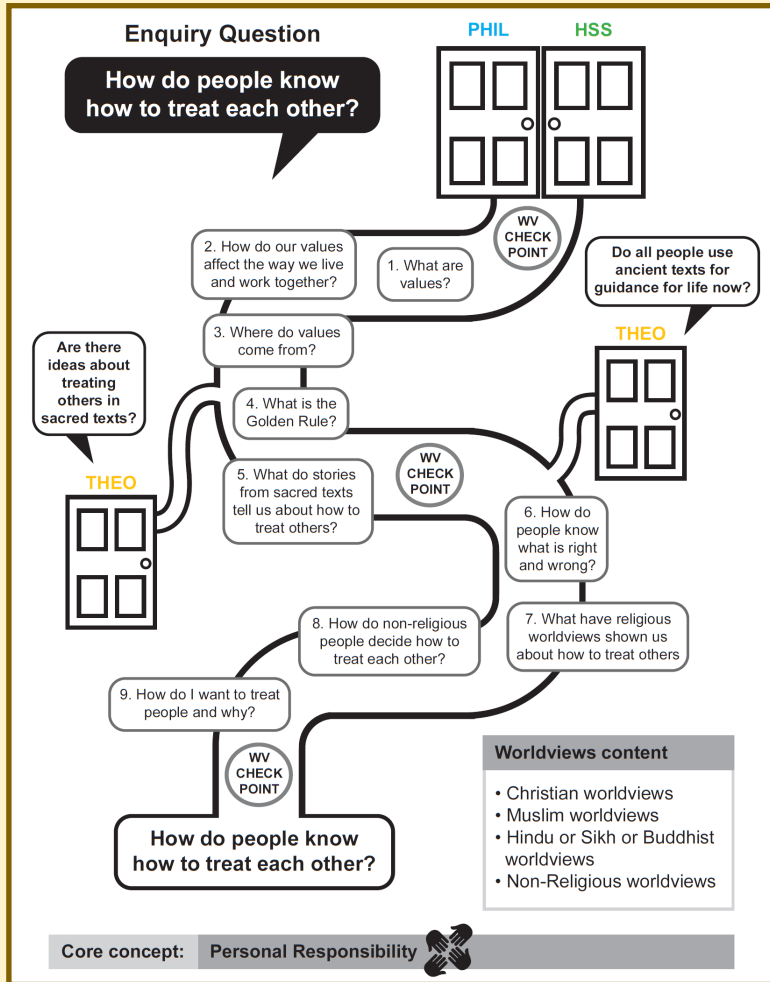


Leaves:

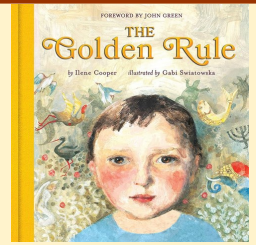
- Always green.
- Tough and waxy.
- Are narrow and needle-like.



RE: How do people know how to treat each other?



The Golden Rule



Love your neighbour as yourself.



What is hateful to you, do not do to your



Hurt no one so that no one may hurt you.



Do nothing to others which would



Do nothing to others which would

St Anthony's School
Shroton St Anthony's
Anchored in faith, we share!

Respect

Do to others as you would have them do to you.

Matthew 7:12

He has made everything beautiful.
Ecclesiastes 3:11

