

YEAR R









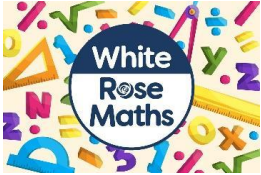


CURRICULUM NEWSLETTER

Welcome back!


We hope you have had a wonderful Easter break. We can't quite believe we are now in the final term of your child's first year in school! As always, we have lots of exciting learning lined up for the first half of the summer term that we would like to share with you. Please don't forget we post weekly



Traditional Tales		
Our focus stories are The Gingerbread man, The Enormous Turnip and Goldilocks and the Three Bears		
Prime areas of learning		
Communication and Language  <p>We will continue developing our narrative skills answering who, what, where, where, when and why questions. The children will be encouraged to retell our focus stories from memory; recalling key events and phrases. We will also be thinking about what we would like to ask the characters from each of our focus stories.</p>	PSED  <p>During Jigsaw, we will be thinking about relationships. This will include developing an understanding of how to be a good friend and the impact we can have on others when using unkind words. We will be beginning to teach some self regulating techniques and identify how our body language changes when we experience different emotions.</p>	Physical development  <p>In the classroom and outside area we will be using tools to help develop and refine our fine motor skills. Handwriting will begin this half term as the children now know how to form each of the letters. Our focus will be on ensuring that all letters are accurately formed using the mnemonics taught during our phonic sessions.</p>
Specific areas of learning		
Literacy-phonics  <p>We will be introducing compound words, two words grouped together to create a new word, such as foot + ball = football. As well as root words ending in -ing, -est and -ed. The -ed ending can make the sounds /id/blinded, /ed/ smashed or /t/ stamped.</p> <p>Our new tricky words will be: said, so, have, like, some, come, love, do, were, here, little, says,</p>	Literacy-Reading  <p>In reading we will be supported in small groups to read a book carefully matched to our phonics level. We will read the book at least 3 times, first focusing on decoding the words, then reading with fluency and then answering questions to show we have understood what the text was all about. Each week, the book we read will appear on Collins Hub so that we can practise at home</p>	Literacy-writing  <p>The children are being encouraged to become more independent in their sentence writing. To do this, they say the sentence aloud, write the sentence then read it back to ensure they have included all the words. We will be using these skills to write speech bubbles for the gingerbread man and Goldilocks, a description of a kitchen and rewrite some events from The Enormous turnip. Children</p>

there, when, what, one, out, today.	too.	spell words using the sounds they have learnt.
<p>Maths</p> 	<p>Understanding the world</p> 	<p>Expressive art and design</p> 
<p>In maths we will be exploring numbers to 20 and beyond. We will be noticing patterns and providing opportunities for children to recognise that the numbers 1 to 3 repeat after every full ten before going up to 20. We will then be exploring addition, using real objects to see that the quantity of a group can be changed by adding more. We will also be developing our understanding of addition by solving number stories e.g. 'There were 5 children on the bus, then some more got on, now there are 8 children on the bus'</p>	<p>Through our focus stories and topic times, we will be able to explore the notion of similarities, differences and changes. We will be exploring historical similarities and differences to compare changes to homes, specifically kitchens, technology as well as the changes in farming and farming machinery. Each historical event that we explore will be added to our chronological timeline for the children to begin to understand its place in history. Finally we will explore the growth of beans and think about the best time of year to grow crops for farmers.</p>	<p>The children will continue to expand their knowledge of colour mixing and colour matching to create their own landscapes, these will be based on settings they have observed within our traditional tales. We will be learning about texture, exploring a range of materials and thinking about how certain characters might feel e.g. The Gingerbread man compared to the fox.</p> <p>Now that the children are familiar with the tools in the creative areas, they will be encouraged to be independent in their use of hole punches to join when creating 3D models.</p>

PE and Forest School

<p>Every week, the children have one P.E session with our sports coaches, Coach Jordan, Coach James and Coach Grace.</p> <p>This term in P.E the children will be doing...</p> <p>Athletics</p> <p>We will be learning how to play a range of different games and teaching a variety of new skills. We will be learning how to move, balance and jump with control, working together as a team and learn some throwing techniques.</p>	<p>P.E kit:</p> <ul style="list-style-type: none"> ✓ White t-shirt ✓ Black or navy jogging bottoms (winter) ✓ Black or navy shorts (summer) ✓ Plain dark coloured hoodie or sweatshirt ✓ Plimsolls (for indoor P.E) ✓ Trainers ✓ Hair tied back ✓ Earrings out and all jewellery removed
 <p>Forest School is led by Mrs Baker.</p> <p>This term in Forest School the children will be building bridges to help the Gingerbread Man to get across the river and using tools such as drills and saws. They will also learn how to stay safe around the fire circle and help to cook food over the fire. Observing changes as food cooks, noticing smells and listening to the sounds that the fire makes.</p>	<p>Forest school kit:</p> <ul style="list-style-type: none"> ✓ Waterproof trousers / wetsuit ✓ Wellies ✓ Legs to be covered (leggings or joggers) <p>Forest School dates:</p> <p>25/04/25 - Class 3 02/05/25 - Class 1 09/05/25 - Class 2 16/05/25 - Class 3</p>

Coming up...



Tuesday 22nd April - Earth day

- Children will be learning about the impact humans are having on the Earth and what we can do to help.

Thursday 8th May - VE day

- The children are being invited to dress in traditional 1940's clothing
- Parents have been invited to join our celebrations

Home Learning



All children are expected to share a book at least 5 times a week. We want to encourage a love of reading with the children so this can include stories you read to them as well as them reading their allocated books on the Collins platform. The log in details for this should be found in your child's reading diary but please contact class teachers if you cannot find it.

<https://www.collinshub.co.uk/login/>

Contact us



If there is anything you wish to discuss with us regarding the information on this newsletter; or if you have any further queries or concerns regarding your child's experience at school, please do not hesitate to get in touch:

Class 1

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Class 3

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How can you help?



Practice correctly forming each letter. You can always speak to your child's class teacher about which letters your child needs to work on. This could be done in a number of creative ways including water painting on the ground, chalks, using a finger in shaving foam or using coloured pens on paper. The priority is that the formation is correct!



The formation mnemonics can be found on The Little Wandle website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Maybe have a go at creating some of your own stories at home, by changing the ending of a well loved tale. We have shared some examples in classes children have brought in already this term.

Use a simple recipe to do some baking together. Look for the numbers in the recipe and weigh the ingredients together.

<https://www.bbcgoodfood.com/recipes/gingerbread-people>

Linked to our topic we would like to share and read as many Traditional tales as we can with the children, if you have any particular favourites at home do send them into school for us to share together.

As always thank you for all your support, if you have any questions please do come and speak to your child's class teacher.