



April 2022

Dear Parents and carers,

CURRICULUM INFORMATION LETTER – SUMMER 1

Welcome back to the summer term and we hope you had an enjoyable Easter break. We look forward to the warmer weather at this time of year, re-settling the children and enjoying our last term in Reception class. As always, our main focus is to ensure the children feel safe, happy and excited to learn. The children have responded brilliantly to our new phonics programme Little Wandle Letters & Sounds and their reading is amazing! Our main focus this half term is to teach all the sounds they need to 'build the code' and to introduce longer words e.g. words with 2 syllables like lap/top.

Our new topic for this half term is '**Once upon a time**' which, we hope, will build on the children's previous experiences of traditional stories and rhymes. In maths, we will continue to explore number and numerical patterns.

At Trent, we recognise that your child's success is often attributed to tremendous commitment from the whole family team, so thank you in advance for your support. This letter is for your information, outlining the learning taking place in Reception class this half term.

Subject	Learning taking place at school	Links to previous learning to use as discussion points at home	Additional ideas to support your child at home
Personal, Social and Emotional Development School value this term: <i>PERSEVERANCE</i>	Play with one or more other children, extending and elaborating play ideas Develop appropriate ways of being assertive Talk with others to solve conflicts Show resilience and perseverance in	Monitor duties Wellbeing weeks 1&2 School values of kindness and thankfulness RE lessons – what can we learn from what Jesus taught us? How can we be more like Him in our actions and words?	Continue to talk about ways to solve conflicts e.g. model how to listen to someone else and agree a compromise Clear boundaries and routines Congratulate your child for their perseverance and express your approval when they keep going, start again, keep practicing etc. especially when attempting something they find hard. Give targeted praise e.g. I was impressed when you... This shows me you can/are... Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Out topic 'Once upon a time' lends itself well for discussions about dilemmas and problems the characters faced and how they overcame them – or not!

	<p>the face of challenge Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p>		<p>Show that mistakes are an important part of learning and going back is trial and error not failure.</p>
Physical Development	<p>Move energetically when running, skipping, dancing, hopping and climbing</p> <p>Take part on group activities which they make for themselves or in teams.</p> <p>Make healthy choices about food, drink, activity and tooth brushing</p> <p>Further develop their small motor skills so that they can use a range of tools competently, safely and confidently- matching physical skills to activities in school.</p> <p>Further develop and refine a range of ball skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient,</p>	<p>PE skills with our specialist coaches</p> <p>Using hygiene stations & correct hand washing techniques</p> <p>Awareness of safe space and personal space – their own and others</p> <p>Choices from our healthy school dinners and cooking activities in school</p>	<p>Encourage writing in different contexts e.g. a postcard, instructions or a story. Help them to ‘say their sentence’ before writing it and read it back to you afterwards. Encourage them to check it to make sure it ‘makes sense’</p> <p>Skipping is a fantastic way to build balance, stamina and co-ordination – why not try this at home.</p> <p>Play games that require listen & stop/move e.g. ‘Simon says’</p> <p>Discuss the school dinners menu for the week and the different food groups (Please note all our cakes are reduced sugar)</p> <p>If your child has a packed lunch discuss healthy food choices with them</p> <p>Play ball games with your child – moving from larger to smaller balls and throwing and catching over different distances and targets</p> <p>The evenings are getting lighter – blackout blinds can be helpful if your child finds it tricky to get to sleep in the light summer nights.</p>

	<p>using a tripod grip in most cases</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>		
Communication & language	<p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Be able to talk about familiar books and to tell a long story</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to & talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary</p> <p>Make comments about what they have heard and ask questions to</p>	<p>Weekly focus books from autumn & spring terms</p> <p>Technical vocabulary introduced daily as part of lessons</p> <p>Retelling stories and instructions e.g. how to make a bug hotel</p> <p>WOW! words encountered in school</p>	<p>Engage in oral story telling with you & your child taking turns to tell and listen</p> <p>Model thinking aloud, asking questions of yourself and coming up with possible ideas e.g. I wonder what will happen if...I just do this, change that, start again, try this etc.</p> <p>Encourage longer sentences by asking your child open questions e.g. Can you tell me how you...? What could happen if...?</p> <p>After giving an instruction ask your child to repeat it back to explain what they</p> <p>Read different versions of the same tale e.g. Little Red Riding Hood – ask them What’s the same? What’s different?</p>

	clarify their understanding		
Literacy	<p>Read letter groups that each represent one sound and say sounds for them e.g. digraphs & trigraphs</p> <p>Read simple and more complex phrases and sentences made up of words with known letter-sound correspondences and exception words (tricky words)</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Spell words by identifying the sounds and then writing the sound/s with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write letters using correct formation</p>	<p>The Little Wandle Letters & Sounds phonics programme and Collins phonics books</p> <p>Practice reading sessions in school</p> <p>Weekly focus books</p>	<p>Read with your child every day and sign their reading journal. The e books (decodable phonics books) are important as they will help your child to build fluency using the sounds and tricky words they have been taught. The physical books in their reading journals are for extra challenge and are 'best fit' so may contain some sounds & tricky words they have not encountered in school as yet.</p> <p>Look section at the back of the e-books as they have helpful points for discussion, comprehension questions etc.</p> <p>Please put a note in your child's reading book when they complete the Reading Challenge – so they can receive a certificate.</p> <p>Remember to have the tricky words, previously uploaded to Google Classroom, on display at home and go through them regularly with your child to help them to learn them.</p> <p>Encourage writing for a purpose e.g. a card for a relative, a menu showing their favourite food, labelling things they have made or a story.</p>

	<p>Anticipate key events in stories</p> <p>Use & understand recently introduced vocabulary.</p>		
Mathematics	<p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers</p> <p>Explore and represent patterns within numbers up to 10, including evens & odds, double facts and how quantities can be distributed equally</p>	<p>White Rose Maths units autumn & spring</p> <p>Pattern 2D & 3D shape</p> <p>Part – whole models</p> <p>5 and 10 frames</p> <p>Number stories and songs</p> <p>Teen numbers – ‘10 ones and more ones’</p>	<p>Numbots - keep sessions short and snappy</p> <p>Build counting and problem solving into everyday routines such as cooking a meal, timing your journey to school depending on the route/method chosen e.g. scooting, walking etc.</p> <p>Games such as memory cards, spot the difference and board games like snakes & ladders, Monopoly and Orchard box games are all great to help support key maths concepts</p> <p>The BBC Numberblocks series is great for helping to build understanding in number: https://www.bbc.co.uk/cbeebies/shows/numberblocks</p>
<p>Understanding the world - Science</p> <p>What’s happening to the trees/tomato plants?</p> <p>What do we know about hedgehogs and their habitats?</p>	<p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore the natural world around them making observations and drawing pictures of animals & plants</p> <p>Understand the effect of</p>	<p>Clothes for seasons, freezing, melting, floating, sinking, irreversible change (cooking)</p> <p>Observing the trees in the field</p> <p>Planting bulbs and tomato plants</p> <p>Using viewers & microscopes at school</p>	<p>Observe the changes to the trees and plants as summer progresses.</p> <p>Measure growth in bulbs and seeds planted in the spring in your garden/window box.</p> <p>Don’t forget to remind them to care for the sunflower seed sent home as part of science week. They could use an iPad to record growth over time.</p> <p>Talk about sun safety & the importance of hydration with your child</p>

	<p>changing seasons on the natural world around them</p> <p>Care for growing plants</p>		
<p>Understanding the world</p> <p>History</p> <p>Inspirational person: Marcus Rashford</p> <p>What can we learn from the landmarks in Trent Park?</p> <p>How do some people celebrate Eid?</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>The stories of Wilma Rudolph, Amelia Earhart, Ernest Shackleton & Captain Sir Tom Moore, Sir David Attenborough</p> <p>Remember-ance Sunday Diwali Advent, Christmas and Easter, Lunar New Year, Hanukkah, the miracles of Jesus,</p> <p>Visit from PC Holmes</p>	<p>Read books together about famous figures from today and the past</p> <p>Talk about your family history/family tree and share photographs.</p> <p>Talk about the different occupations of family members and wider community</p>
<p>Understanding the world</p> <p>Geography</p> <p>What are our local landmarks?</p> <p>What human and physical features can we see at Trent Park?</p>	<p>Begin to develop an understanding of the geography of where we live</p> <p>Talk about the differences in places they have experienced or seen in photos/books</p>	<p>Birds eye view/map work, local trip to Cockfosters shops</p> <p>The homes of Woodland creatures in the UK (Morris Mouse)</p>	<p>Point out local landmarks when you are out and about</p> <p>Talk about what we can do to look after the world and how little things can make a big difference e.g. turn off tap when brushing teeth, reuse carrier bags, don't drop litter. Here is the link to a useful website to get children thinking about recycling: https://www.bbc.co.uk/cbeebies/joinin/how-to-get-kids-to-recycle</p>
<p>Religious Education (R.E.)</p> <p>School value this term:</p> <p>RESILIENCE</p>	<p>LDBS UNIT – Creation 2</p> <p>Who cares for this special world and why?</p>	<p>Nativity play</p> <p>LDBS units:</p> <p>Why is Christmas</p>	<p>Possible bible references:</p> <p><i>Matthew 25:14-30 and Luke 19: 12-28</i></p> <p><i>Genesis 2:19-20</i></p> <p><i>The story of the Good Samaritan</i></p>

		<p>special for Christians? Who made this wonderful world & why? How did Jesus rescue people? What's so special about Easter</p>	<p>Talk about ways we can care the wonderful world god created for us</p> <p>Watch Mrs. Watts weekly recordings on Google Classroom and support your child to do some of the lovely activities she suggests</p>
<p>Expressive arts & design</p> <p>Focus on Eid art & making hedgehogs</p> <p>Music lessons with Mrs. Orden</p>	<p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Explore, use and refine a variety of artistic effects to express their ideas</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Diwali and firework art, colour mixing. Self –portraits, Giuseppe Arcimboldi, calypso music, nativity tableau, transient art, observational drawing</p>	<p>Help your child to act out our weekly focus stories and bible stories using small world play</p> <p>Encourage art & model making using recycled materials</p>

Dates for your diary

Reception class trip to the animal rescue centre in Trent Park – Thursday 28th April 2022

We are excited to work with the children so that they have a happy and successful Summer 1 term.

With best wishes,

Mrs. Margaret Breheny (class teacher) and Mrs. Martine Cagnetta (class T.A.)