



April 2024

Dear Parents and carers,

CURRICULUM INFORMATION LETTER – SUMMER

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 aim is to ensure the children feel safe, happy and excited to learn. The children have responded brilliantly to the Little Wandle Letters & Sounds programme and their reading is coming on very well, please keep going with the books to develop their fluency.

Our new topic for this half term is **'Healthy Living'** 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 and elements of shape, space & measure – length/height, capacity.

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>PERSEVERENCE</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 the face of challenge Identify and moderate their own feelings socially and emotionally	Monitor duties – service others 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. Our topic 'Once upon a time' lends itself well for discussions about dilemmas and problems the characters faced and how they overcame them – or not! Show that mistakes are an important part of learning and going back is trial and error not failure.



	Think about the perspectives of others		
Physical Development – our PE unit this half term will be: Obstacle courses (getting ready for sports day)	<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>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, using a tripod grip in most cases</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p>	<p>PE skills with our specialist coaches</p> <p>Using 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</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>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>
Communication & language	Start a conversation with an adult or	Weekly focus books from	Engage in oral story telling with you & your child taking turns to tell and listen



	<p>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 clarify their understanding</p>	<p>autumn & spring terms</p> <p>Technical vocabulary introduced daily as part of lessons</p> <p>Retelling stories and instructions</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>
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</p>	<p>The Little Wandle Letters & Sounds phonics programme and Collins e-books</p> <p>Practice reading sessions in school</p>	<p>Read with your child every day and sign their reading journal. The 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.</p> <p>Look section at the back of the books as they have helpful points for discussion, comprehension questions etc.</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>Compare height/length, weight, capacity</p>	<p>5 and 10 frames</p> <p>Number stories and songs</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 healthy living</p>	<p>Look at how food changes over time, how we store different food</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Exploring different foods and how they can affect our body</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Care for growing plants</p>	<p>Reversible change (freezing & melting)</p> <p>Observing the trees in the cricket pitch</p> <p>Planting bulbs</p> <p>Using viewers & microscopes</p> <p>Minibeasts – bug hotels</p> <p>Animals & their habitats – hedgehogs</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>Talk about sun safety & the importance of hydration with your child</p>
<p>Understanding the world History Inspirational person: Marcus Rashford</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Show interest in different occupations</p>	<p>The stories of Wilma Rudolph, Amelia Earhart, Ernest Shackleton and</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>Continue developing positive attitudes about the differences between people</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Sir David Attenborough</p> <p>Rememberance Sunday Diwali Advent, Christmas and Easter, Lunar New Year, the miracles of Jesus Monuments in Trent Park</p>	
<p>Understanding the world Geography</p> <p>World Earth Day</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 Chickenshed, seasonal visits to observe trees in cricket pitch Trip to Trent Park</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.) School value this term: RESILIENCE</p>	<p>LDBS UNIT – What makes a place special?</p>	<p>Nativity play LDBS units: Why is Christmas special for Christians? Who made this wonderful world & why? How did Jesus rescue people? What's so special about Easter</p>	<p>Talk about special places to you</p> <p>Visit different places of worship</p>
<p>Expressive arts & design</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</p>	<p>Diwali and firework art, colour mixing. Self-portraits, 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 Encourage art & model making using recycled materials</p>



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

With best wishes,

Miss Mouzouri (Class Teacher and Ms. Knapp (Class TA)