

3<sup>rd</sup> June 2024 - 23<sup>rd</sup> July2024

Subject	What is my child learning about at school?
<p>Communication and Language</p>	<p>This term we will be focusing on understanding a range of complex sentence structures including negatives, plurals and tense markers, using talk to organise, sequence and clarify our thinking, ideas, feelings and events.</p> <p>Here's some of the key vocabulary that we will be using over the term. Litter, rubbish, bin, dangerous, recycling, map, garden, explore, town, country, buildings, transport, celebration, special event, reception, picnic.</p>
<p><b>How to help at home:</b> You can use a range of tenses when speaking about key events. For example, I fell I might fall. I can kick a ball, I kicked the ball.</p>	
<p>Literacy</p>	<p><b>Talk 4 Writing</b> Your child is learning to use their confident voice to retell stories using a 'Talk for Writing' approach. The story that we will be learning this term is The little Red Hen by Mary Finch. We will begin by retelling this story as a class using actions with our bodies. The children will work towards retelling the story independently, using props and story maps. Your child will continue learning about the structure of a story (beginning, middle and end) and make predictions about what might happen next within the story. We are also starting to write simple sentences about the story with a particular focus on finger spaces between words.</p> <p><b>Sounds-Write(Phonics)</b> Your child is learning to segment and blend the sounds together in CVC words. For example, fox, wax, gap, rug, bag. We will practise these skills during sounds lessons every day, using word builders, read and spells and symbol swap activities. These experiences will support your child when applying this knowledge in their independent reading and writing.</p> <p style="text-align: center;">We will be focusing on the following sounds:</p> <p style="text-align: center;">a,i,m,s,t,n,o,p,b,c,g,h,d,f,v,e,k,l,r,u,j,w,z,k,l,r,u,w,y</p>
<p><b>How to help at home:</b> Please continue to read with your child every day and support them to read simple 3 sound words such as 'jug' by saying the sounds and blending them together. Close the book after they have finished reading and ask them to tell you the sounds in some of the simple words contained in the text. For example, "Can you tell me the sounds in mat?" Your child should be able to begin to say the individual sounds as "m-a-t." This questioning will support them to apply their sounds to their writing as well. Also, please continue to read to your child regularly (fiction and non-fiction texts). This will support their phonic knowledge and help them build a broad and rich vocabulary. When you are reading with your child, please ensure that you ask questions related to the text to continue to develop your child's comprehension skills.</p>	
<p>Mathematics</p>	<p>Each day your child will continue taking part in a Maths Meeting where they will revise and consolidate concepts. We will also be focusing our learning on solving real world mathematical problems with numbers up to 5 and comparing quantities using language: 'more than', 'fewer than'. We will be exploring fast recognition of up to 5 objects without having to count them. Finally, we will be encouraging the children to independently use and demonstrate positional language as part of everyday role play scenarios with a particular focus on moving and rotating objects to fit in a space.</p>
<p><b>How to help at home:</b> You can make numbers fun by exploring maths in the world around us. For example, by looking at door numbers as you walk down the street, the numbers on the front of the bus or in the environment around you. You can also do this for shapes, by going on a shape hunt on your way to school or when shopping in the supermarket. Practise taking away with items within 10 at home, such as blocks, books or pasta. Practise finding the number that is <b>one more/ greater</b> or <b>one less/ fewer</b> than a given number to 10 (and then 20). Remember there are a range of songs, rhymes and finger plays you can sing with your child daily to consolidate their understanding of addition and subtraction (for example, 1, 2, 3, 4,5 Once I Caught a Fish Alive or 5 Cheeky Monkeys).</p>	
<p>Knowledge  Expressive Art and Design, Understanding the World</p>	<p>All pupils across the school will focus on the enquiry question "how are cultures expressed around the world?" Seacole Class will be exploring how town and country are different inclusive of celebrations, we will also be looking at what litter is and how can it be recycled.</p>

	<p>Seacole Class will also be discussing what makes a celebration and preparing ourselves for reception.</p>
<p><b>How to help at home:</b> You could have your child help with recycling tubs and boxes that you use at home. Show your child pictures and videos of the countryside and towns and explain the differences between them. More people live in towns and there are more homes and shops. In the country there is more greenery, rivers and animals.</p> <p>To help your child be ready for reception, you could read stories about starting reception, explain to them the similarities between nursery and reception. They will still have choosing times indoors and outdoors and they will see their other nursery friends in the playground.</p>	
<p><b>Character</b></p> <p>Personal Social Development, Music, Spanish and Zones of Regulation</p>	<p>All pupils across the school will be using the zones of regulation. The zone of regulation is about the different emotions we feel. Your child will learn about the different colour zones of regulation and what they are. Each day we will look at a different colour zone using flash cards to see what emotion is linked to which colour.</p> <p>Zone colours: <b>Blue-sad</b>, <b>Green-Happy</b>, <b>Yellow-Silly</b>, <b>Red-Angry</b></p> <p>In our Jigsaw lessons, we will be focusing on the topic of ‘Changing me’. We will be naming our body parts, thinking of different ways to keep our bodies healthy, things that are fun to us, things that we fear and what we are looking forward to when we start reception.</p> <p>Your child sings with their class every day for enjoyment and to reinforce their learning. We will be continuing our learning of instrument families (string, brass, percussion, woodwind) as well as exploring beat, rhythm, tempo (fast and slow) and dynamics (loud and soft). Your child will also be using instruments to add sound effects to a story. We will listen to the different sounds that instruments make and discuss how they sound and what types of things they could represent in our story.</p> <p><b>Spanish</b> This half term we will be learning animal names along with colours and numbers 1-10 in Spanish. We will also be listening and dancing to some Spanish music.</p>
<p><b>How to help at home:</b> You could listen to songs in Spanish on YouTube- ‘Los colores’ for learning the colours. Counting to ten with your child 1- Uno 2-dos 3-tres 4-cuatro,5-cinco, 6-seis, 7-siete, 8-ocho, 9-nueve, 10-diez</p>	
<p><b>Physical Development</b></p>	<p>This term your child will be continuing to prepare for sports day, this will include a variety of activities to support and embed what we have learnt throughout the school year. In preparation to show you all their achievements in PE. We will also be learning how to play tennis, we will learn how to throw and catch a tennis ball and the correct way to hold and swing a racket.</p>
<p><b>How to help at home:</b> Encourage your child with dressing routines, focussing on outer wear. Such as putting their shoes on the right feet and zipping their coats up independently. You could also use climbing equipment in your local parks or playgrounds to get your child to climb to a range of heights. To support your child with this you could play throwing and catching games with a range of different sized balls, throw a ball for your child to bat and create a space for your child to freely bat and ball from the floor.</p>	