

2<sup>nd</sup> June – 22<sup>nd</sup> July 2025

| Subject   | What is my child learning about at school?  |
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| Communication and Language  | <p>We will be continuing to use the ShREC approach throughout choosing time when interacting with the children. We will introduce new words that link to our wider curriculum and will encourage the children to use them in their own sentences throughout the day.</p> <p>Key vocabulary and stem sentences:</p> <ul style="list-style-type: none"> <li>- I am special because...<br/>(special, unique, different)</li> <li>- Keeping myself safe<br/>(safe, danger, hazard)</li> <li>- Being healthy means I have lots of energy/ I am not ill<br/>(food, healthy, vegetables, try, ill, bugs)</li> <li>- I was born in...<br/>(birthday, born, celebrate change, grow, same, different)</li> <li>- We can celebrate birthdays by...<br/>(cards, cake, party, party food, presents, balloons, friends, invitations, parti games, dressing up, special food, decorations.</li> <li>- I am looking forward to...<br/>(worried sad, happy, excited change, look forward too, favourite, new, old)</li> </ul> <p>We will continue to support the children in taking part in carpet time discussions by expressing their ideas using their confident voices and taking turn to talk therefore also listening to their peers' ideas. We will promote children's individual oral communication skills with activities such as show and tell, giving them the chance to talk about something familiar and special to them and in front of an audience, having to answering questions from their peers after.</p> |
| <p><b>How to help at home:</b></p> <p>You can take the chance to include conversations about safety and wellbeing in the daily routines with your child, when playing at home or outdoors or during mealtimes.</p> <p>You may wish to discuss with your child about who they are, what makes them special and unique and how we are all different. You can link it to the different celebrations you celebrate as a family, using photographs from past celebrations such as birthdays, Christmas, Eid, will help your child to remember. To help develop your child's understanding of the different events you may celebrate as family, you could use words such as why, how and where.</p> |   |
| Literacy  | <p>This term we will focus on the rhyme "1,2 buckle my shoe". The children will be reciting this rhyme and creating actions to help us remember how to recite the song in order, we will play with numbers and rhyming words.</p> <p>Alongside this we will be looking at the following texts: 'The Earth Book' by Todd Parr, 'Super Duper you' by Lucy Henn, 'This is how we stay safe' by DK, 'The best me' by Marvyn Harrison and Rochelle Falconer, 'Maisy's Birthday' By Lucy Cousins, 'Going up!' By Sherry Lee and 'The Koala who could' by Rachel Bright and Jim Field. These texts will link with our enquiry questions for our main Wider Curriculum project: 'What's special about me?'</p> <p>This term we will be taking on a big challenge by taking part in a new daily routine to recognise our names and our peer's, and to attempt to sound and trace the first phonic in our name. We will also increase our exposure to phonics through alliteration game during our morning meeting routine.</p>   |
| <p><b>How to help at home:</b></p> <p>Please spend time looking at books and stories that have a range of different celebrations in them, for example books that refer to birthdays or religious celebrations, whilst exploring these stories ask you child to look at what is being celebrated.</p> <p>Show to your child their name letter when you see it in the environment and play with phonics when you read stories or during play, stressing sounds and making up tongue twisters.</p>   |   |

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| Mathematics  | This term we will continue to explore the five principles of counting, as part of this learning children will be exposed names, number rhymes and verbally counting to 5 in sequence. We will be exploring shapes and spatial relationships which will include learning shape names and positional language e.g. in, on, under, up, down, next to, between, behind etc. and we will review concepts we have worked on such as patterns or measuring  |
| <b>How to help at home:</b><br>Please continue to show your children how maths is all around us. This can be as simple as counting how many red cars they can see or how many toys they have nor spotting patterns in the environment.<br>Playing games such as hide and seek or treasure hunt inspired games will help your child to develop their understanding of positional language, for example 'I found you, you are hiding 'next to' the chair.'   |  |
| Knowledge<br><br>Expressive Arts and Design<br><br>Understanding the World   | <u>Wider Curriculum:</u> All pupils across the school will focus on 'How are cultures expressed around the world?' Nightingale will be exploring this through the enquiry question: 'What's special about me?'.<br>Children will talk about what makes them special and unique and how to keep themselves safe and healthy. They will also explore why do we celebrate birthdays, why do we only have one birthday and discover the different ways people celebrate birthdays, on how we can celebrate them and things we might need/ or can do to celebrate. Children will also explore some of the different venues and places people can held celebrations. We will be ending this half term by celebrating all that we have learnt by hosting a Nightingale Class birthday Party which will be co-planned by your children.  |
| <b>How to help at home:</b><br>To complement what has already been suggested in the "How to help at home" in the Communication and Language section, you can look through old photos of when your child was a baby to help you discuss with them why we celebrate birthdays as it was the day they were born on. If your child has attended celebrations before, encourage them to think about where these celebrations took place and key themes from these celebrations for example, cake, ballons etc.  |  |
| Character (virtues),<br>Jigsaw (Personal Social and Emotional Development),<br>and Spanish.<br><br>Zones of regulation   | Your child will be learning about the following character virtues: Appreciation and Awe, Bravery and Perseverance. We will do this by reading stories about these character virtues during our <b>Character</b> lessons, putting them into practise in the classroom and around the wider school and by taking part in discussions and activities linked to these virtues. The Zones of Regulation will keep as our point of reference to speak about emotions.<br>In <b>Jigsaw</b> your child will be focusing on 'changing me' where we will discuss our bodies, growing up, fun and fear and celebrations. Children will be looking back on their year in Nightingale class and discussing their hopes, wishes and worries for next year.<br>In <b>Spanish</b> we will learn about numbers and body parts, linking both topics together playing fun and teamworking games outdoors enjoying the nice weather. |
| <b>How to help at home:</b><br>At home with your child, you can practice appreciation by saying morning affirmations with your child or by creating a journal of "I things I am thankful for".<br>You might wish to explore the virtue of bravery, encouraging your child to try new and challenging activities indoors and outdoors and valuing their effort and the intention of giving it a go over the result.<br>You could promote the virtue of perseverance by promoting your child's self-skills and autonomy in daily routines and also taking part in home chores. |  |
| Physical Development   | We will be continuing to prepare for sports day, in preparation to show you all your child's achievements in PE this year. This will include a variety of activities involving obstacle courses, balancing, throwing, and catching, moving our bodies in a range of movement and spatial awareness. This will help to support and embed what we have learnt throughout the school year. Children will be practicing their coordination skills and gaining spatial awareness by trying out different sports.<br>Within the classroom we will continue to develop your children's fine and gross motor skills in a variety of ways including practicing our pencil control, pencil grip, threading, negotiating space safely and demonstrating strength, balance and coordination when playing.  |
| <b>How to help at home:</b><br>When at the park you could support your children to be aware of and alert them to possible danger, while recognising and encouraging their sense of exploration and risk taking.<br>You might wish to create obstacle courses enabling your child to both practice spatial awareness and develop their understanding of how to move around obstacles safely.  |  |