Floreat Wandsworth

Seacole Class, Summer 2

1st of June 2026 – 17th July 2026

Subject	What is my child learning about at school?
Communication and Language	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. Here's some of the key vocabulary and stem sentences that we will be using over the term, which are linked to the projects we will do in our Wider Curriculum lessons (project 1: Environment and Project 2: Keeping safe and healthy, transition): **Vocabulary:** Litter, rubbish, bin, dangerous, recycling, labelling, special, unique, same, different, likes, dislikes. Safe, safety, traffic, trust, healthy, strong, grow, fruits, vegetables, treat, sometimes, food, home, nursery good, strengths, change, growing, moving up, Reception, new, change, brave, nervous, ready, older, work, job. **Stem sentences:** I am special because… / I keep myself save in the road by… / Healthy food help us grow strong / At home I am good at… / At Nursery I am good at…. / In reception I will… / I am happy, excited to… / I am worried, nervous about… / I am ready for Reception because I can… / I am looking forward to… because…When I am older, I would like to be a….
How to help at home: 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.	
Literacy	**Talk 4 Writing** 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 will also play and have fun changing the story and retelling the new version we have created. Finally, we will make up our own story from scratch, starting by choosing a Character, a Setting and a Problem and creating a narrative. **Sounds-Write (Phonics)** Your child is learning to segment, and blend sounds together in CVC words. For example: pig, hat, got, cap. We will practice 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. We will be focusing on the following sounds: s, a, t, i, p, n, c, k, e, h, r, m, d.
How to help at home: 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.	
Mathematics	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.

How to help at home:
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 one more/ greater or one less/ fewer 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).

Knowledge Wider Curriculum Expressive Art and Design Understanding the World	**Wider Curriculum** This term the pupils will start by focusing on the enquiry question "Where does litter go and how is it recycled?" - Project 1: Environment. Q1 Where does litter go? Q2 Can it be recycled? Seacole Class will be investigating how litter can be damaging to our environment and what items can be reused and recycled, we will be junk modelling with recycled items from home and school. Soon after we will focus on the enquiry question, "What's special about me?' - Project 2: Keeping safe and healthy, Transition. Q1 What's special about me? Q2 How can I keep myself safe? Q3 How can I keep myself healthy by choosing nutritious food and drink? Q4 What am I good at in nursery and at home? Q5 What do I want to be when I am older? Q6 What changes will happen at school next year? Q6 How are we Reception ready? What am I looking forward to next year? Q7 What do I want to be when I am older? We will be looking at different ways to keep ourselves safe and what we need to be healthy, through nutritious food and exercise. Seacole Class will also be discussing what changes will happen next year when we move to reception or change schools, we will be looking at all the amazing work we have done this year and celebrating the children's achievements. **Expressive Arts & Design** In the classroom's continuous provision, children will keep having access to the free flow creative area, a space where they have a wide variety of tools and materials to create The children will also make crafts related to their learning and linked to special dates in the calendar, with a specific purpose in mind and following given steps. **Understanding the World** Children's learning will be enhanced through play, giving them opportunities to create play scenarios of the natural world as well as recreating social contexts. The children will learn and celebrate special cultural events through meaningful and hands-on activities.

How to help at home: You could have your child help with recycling tubs and boxes that you use at home. Please bring in any recyclable items that you have at home so we can use them for junk modelling.
Speak to your child about moving to Reception class and changing schools for some friends, meeting their new teachers in the coming weeks and some new friends. To help your child be ready for the new stage, 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.

Character Zones of Regulation	All pupils across the school will be using the **Zones of Regulation**, a self-regulation curriculum that helps build self-regulation skills for life. It is all about the different emotions we feel. Your child will continue to learn about the different coloured zones of regulation and what

Personal Social Development Jigsaw and Character Music Spanish	they are. We will look at a different colour zone using flash cards to see what emotion is linked to which colour. This term Seacole class will deepen the understanding of new emotions for each zone introduced in the Summer 1 term, supported by the enhanced regulation station in the class. The children will also keep taking turns in taking part in daily F&E (Feeling and Emotions) small group sessions outside the class, aimed to develop managing-self skills. Through games, children will work on recognising their own and others' feelings and emotions and in developing tolerance, understanding and empathy skills as well as finding steps to solve conflicts and deal with different emotions. Zone colours: Blue- Sad/Tired/Sick/Bored Green-Happy/Focused/Calm/Proud Yellow Silly/Excited/Frustrated/Worried Red-Angry/Scared Out of control/Elated In our **Jigsaw** lessons, we will be focusing on the topic '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. **Music** is always present throughout the day at school. 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. The key **Character** virtues we will work on this term are: Appreciation, Awe, Bravery and Perseverance. **Spanish** This half term we will be learning the numbers 1-10 and our body parts in Spanish through a range of games and action songs.
How to help at home: You could listen to songs in Spanish on YouTube- 'Cabeza, Hombros, Rodillas y Pies' for learning their body part names. 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	
Physical Development	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 engaging in multi-sports activities, reviewing what we have done over the school year while developing different motor skills and building confidence in all areas consequently.
How to help at home: Encourage your child with dressing routines, focusing 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.	