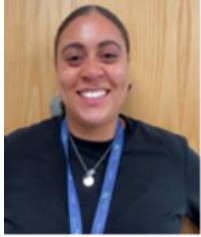







Tuesday 14th April 2026 – Friday 22nd May 2026

Miss Morgan Head of Early Years	Miss Rue Cid Room Teacher	Miss Selvarajah Class TA	Miss Lambert Class TA	Miss Amos Class TA (Tue, Thu, Fri)	Mrs Hearn PE teacher
					

Subject	What is my child learning about at school?
Communication and Language	<p>This term we will be focusing on understanding who, what and where questions, extending the children's vocabulary by grouping and naming objects and exploring the meaning of new words.</p> <p>In our Wider Curriculum projects, we will be using some key vocabulary and stem sentences:</p> <p>Easter, Celebration, Grow, Lifecycle, Baby, Child, Teenager, Adult, Elderly, Compare, Change, Small(er/est) Big(ger/gest), Long(er/est), Large(r/st), Short(er/est), Young(er/est), Old(er/est), Same, Similar, Different, Baby, Toddler, Child, Observe, Environment, Natural, Chick, Egg, Lifecycle, Caterpillar, Chrysalis, Wings.</p> <p>I found an egg in... I can see / I notice... When I was a baby, I used to... Now I can.... When I'm older, I will... They have the same pattern on both sides.</p>
<p>How to help at home: You could ask your child to identify an object or person using who, what and where questions. For example. Who is wearing the yellow hat? What does a construction worker do? Where is the bird sitting? You could also have pictures to show the meaning of these words. For example, a long stick next to a longer stick. Compare the size or weight of 2 objects from around your home.</p>	
Literacy	<p>Talk 4 Writing Your child is learning to use their confident voice to retell stories using the 'Talk for Writing' approach. The story that we will be learning this term is The Very Hungry Caterpillar by Eric Carle. 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, end) and make predictions about what might happen next within the story.</p> <p>Sounds-Write (Phonics) Your child is learning to segment, and blend sounds together in CVC words. For example: log, kit, bed, mat, red, hop. 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. We will review the sounds s, a, t, i, p, n and we will introduce new ones: c, k, e, h, r, m, d.</p>
<p>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. 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>This term the children will be identifying shape similarities and differences of objects, and we will be using common shape names. The children will be comparing two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. We have the same!</p>
<p>How to help at home: You could go on a shape hunt around your home and identify the shapes of the objects that you find, speak about the shapes attributes, 'The square has 4 sides and 4 corners'. Compare groups of toys and ask your child to identify which group has more, less or the same amount'.</p>	
<p>Knowledge</p> <p>Wider Curriculum</p> <p>Expressive Arts & Design</p> <p>Understanding the World</p>	<p>Wider Curriculum This term the pupils will focus on the enquiry question "How is Easter celebrated?" and "In what way is the world around us diverse?". Seacole Class will take part in two projects to answer these questions.</p> <p><u>Project 1:</u> Easter. How is Easter celebrated? The children will be observing how Easter is celebrated, and the children will share their own special moments from their Easter holidays. We will be also talking about Eid and children will also share their experiences.</p> <p><u>Project 2:</u> How are lifecycles different? We will be learning about what happens to ourselves as we grow and look at the things we can do now compared to when we were a baby and other things in our environment that change around us. We will explore the life cycles of chicks, mammals and minibeasts and discuss the differences between them, how they grow and change through their cycle. Seacole will observe firsthand the life cycle of the butterfly first hands, they will raise their own caterpillars and watch the miracle of metamorphosis unfold. Over a period of 3-5 weeks, they will observe the tiny caterpillars grow and emerge as butterflies, ready to be released into the wild.</p> <p>How do we grow? What things can we do now compared to when we were a baby? Do animals always stay the same? Do Caterpillars stay the same?</p> <p>Expressive Arts & Design The children will be documenting what they observe during the metamorphosis of the caterpillars into butterflies by making drawings and taking pictures of the process.</p> <p>In the classroom's continuous provision, children will have access to the free flow creative area, a space where they have a wide variety of tools and materials to create</p> <p>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.</p> <p>Understanding the World Children's learning will be enhanced through play, giving them opportunities to create playing scenarios of the natural world as well as recreate social contexts. The children will learn and celebrate special cultural events through meaningful and hands-on activities.</p>
<p>How to help at home: Please show your child pictures of them when they were a baby and ask them to tell you what has changed about them, you could speak about their height, their hair, crawling as a baby and how they learnt how to walk. You could look at books that show Life cycles of different animals or watch a video to see how they change over time.</p>	
<p>Character</p> <p>Zones of Regulation</p> <p>Personal Social Development</p> <p>Music</p> <p>Spanish</p>	<p>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 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>This term Seacole class will extend the list of emotions for each zone and we will enhance our regulation station in the class. The children will also take 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' feeling 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:</p> <p style="text-align: center;"> Blue- Sad/Tired/Sick/Bored Green-Happy/Focussed/Calm/Proud Yellow-Silly/Excited/Frustrated/Worried Red-Angry/Scared Out of control/Elated </p>

	<p>In our Jigsaw lessons, we will be focusing on the topic of 'Relationships'. We will be discussing who is in our families and the friendships we have, we will also talk about different ways we can make new friendships and identify what we like about our friends.</p> <p>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.</p> <p>This term we will continue learning about and developing key Character virtues, this term we will focus on: Creativity, Forgiveness, Teamwork and Service.</p> <p>Spanish This term, in our Spanish lessons we will be transported to the animals' world. We will learn animal names and explore what noises animals do in Spanish. We will also challenge our creativity by making up a new animal (we will give it a name, an appearance and a skill).</p>
<p>How to help at home: Please use the zones of regulation colours to help your child identify what zone they are in when they talk about their emotions and what tools will help them back into the green zone. Some tools that have helped the children to regulate their emotions are calm breathing, talking to an adult, hugging a cushion, going for a walk and having some quiet time.</p>	
<p>Physical Development</p>	<p>This term your child will be taking part in gymnastics sessions. We will also start preparing for Sports Day. This will include a variety of activities to support and embed in what we have learnt throughout the school year. In preparation to show you all their achievements in PE. We will continue to work on your children's fine and gross motor skills both in and out of the classroom.</p>
<p>How to help at home: Encourage your child with dressing routines, focussing on outerwear. 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. When at the playground support your children to be aware of and alert to possible danger, while recognising and encouraging their sense of exploration and risk taking.</p>	