



Nurturing Curious Minds

School Values
 Be Kind
 Be Respectful
 Be Curious
 Persevere

School Rules
 Respect Yourself
 Respect Others
 Respect the Environment

Communication and Language
 I can listen carefully to rhymes and songs.
 I can learn poems rhymes and songs.
 I can engage with non-fiction books.
 I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
 I can orally tell/ retell a story using story language.

Continuing focus on Speaking and listening - discussion in small group, offer own ideas, use a range of vocabulary.


Literacy Key Texts




Writing Outcomes this term

We will be persevering with writing in sentences.
 We will be practising our capital letters and full stops.
 We will be re-reading our sentences to check they make sense.
 We will be using the correct letter formation when writing.
 We will be using our helpful words in our sentences.

Focus Question this term.



when?


Expressive Art and Design

Music

Focus genre: Pop music


I can sing a wide range of songs and rhymes
 Perform songs, rhymes, poems and stories
 I can try to move in time with the music

Phonics focus
 Level 3 oi, ear, air, er, ue, ure, ture
 + Revision of sounds previously taught
 Focus on helpful words from level 1+, level 2 and level 3.
 Blending and segmenting
 Helpful words: be, are, my, sister, too



Look at your child's phonics folder and let them tell you all about the sounds they are learning - spot these sounds when talking and reading.

Our Word Reading focus
 Recognising and reading helpful words



Read the cards in your child's reading folder to learn the helpful words.

Our Writing Focus
Writing Sentences
 The important part of writing is working out what you want to write and then remembering it. We do this by counting the words on our fingers of the sentence we want to write and repeating the sentence as we write it. We then read the sentence to check we have written it correctly.

Dates for your diary
 Father's Day event
 18th June 2-3pm

Cotswold Wildlife park trip
 Tues 30th June

Story café- parents invited
 Weds 8th July 2-3pm

Transition afternoons
 7th & 10th July

Sports Day
 24th July 9:15-11:15

Knowledge and understanding of the word - History



I can talk about the past.
 I can understand similarities and differences between the past and now.



Find some photos as you as a child. Talk about what was the same / different.

Writing Outcomes this term

We will be persevering with writing in sentences.
 We will be practising our capital letters and full stops.
 We will be re-reading our sentences to check they make sense.
 We will be using the correct letter formation when writing.
 We will be using our helpful words in our sentences.



Listen to some pop music. Discuss what you can hear and how it makes us feel.


Art



I can talk about art and artists, Georgia O'Keeffe - flowers and desert landscapes.
 Careful Observation of the natural world - plan

Handwriting
 Daily Busy Fingers / handwriting

Continuing with diagonal letters: k
 Hooks, loops and lines: f, j, r
 Reviewing all letters, ensuring they are formed the correct way.
 Begin to write letters on the line.



Provide a place for your child to write with, pens, notepads, postcards, paper etc.
 Help your child to write in a diary / journal each day.
 Write letters / postcards.
 Use a family chalkboard to write messages to each other.
 Create a story book together.
 Model being excited about new words

Personal, Social and Emotional Development

Zones of regulation

The **ZONES** of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

Restorative Approach

I can think about the perspective of others.

I can show resilience and perseverance in the face of challenge.

I can start preparing for transition, getting ready to move to year 1



Help your child to be able to talk about how they are feeling today, start to name emotions, how does that emotion feel in your body, fizzy, heavy, bouncy etc. Know that we all feel lots of different ways and that's okay. Feelings, like the weather, will change during the day.

Talk to your child about starting year 1 in September. What are they looking forward to? What questions do they have?

Knowledge and understanding of the world -Science



I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

I can explore floating and sinking.

I can recognise familiar plants and animals whilst outside.

Knowledge and Understanding of the World - Religion and world views

Why are some stories special?

What can we learn from stories?

I can compare and contrast characters from stories, including figures from the past.

I know that stories can help us to learn how to behave.

I know that some stories are special to different people for different reasons.

Physical Development Games

PE - Develop ability to change direction and speed.
Further develop a range of ball skills

- throwing
- catching
- kicking
- passing
- batting and aiming

Run and jump with some control
Begin to develop agility
Participate in some team and individual games
develop some simple tactics for attacking and defending
Throw and catch with accuracy

Forest School

Daily busy fingers activities to develop fine motor strength



Develop your child's upper body strength by finding opportunities for them to pull themselves up using their arms or lift 'heavy' objects like buckets of sand and water. This upper body strength will really help them when they start to write more.

Mathematics

I can subitise.
I can count objects, actions and sounds.

I can continue, copy and create repeating patterns.
I can recall number bonds to 10

I say 1 more / 1 less than a number up to 10.

I can recognise if a number is odd or even

I can double a number to 5.

Understanding teen numbers - these are made up of a 10 and some ones - start of place value



Find numbers when you are out and about. Give opportunities to count out objects such as laying a table for the family or putting items into shopping trolley.

In particular, assist in making sure that the numbers between 10 and 20 are secure. The teen numbers can be especially challenging.