



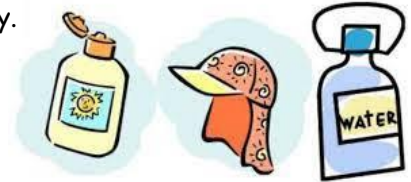
## Robins Summer Term Newsletter



Welcome back! We hope you had a wonderful Easter break.

Summer is coming! Please could we remind you to ensure your child is sent to school with a sun hat and sun cream applied as we will be learning outdoors and enjoying the weather. Please could we also ask that all items of clothing are named.

Your child will continue to need a named bottle of water at school each day. You are able to provide squash, although this will need to be consumed at lunch time. If your child would like to bring a snack to school, it should be either a piece of fruit, or vegetables such as carrot or cucumber sticks. Fruit snacks are available at school each day.



### Reading, Spelling and Phonics

Each day the children will:

- Learn a new sound and practise reading and writing words/captions/sentences during a phonics session (we follow the Read Write Inc. Phonics Scheme).
- Take part in a group Guided Reading session with an adult.
- Listen to a story read to them by an adult as part of a story time session.

Every week the children will bring home two pieces of reading material:

- A book or ditty for them to read to an adult (if they are able to read independently).
- A book to be read to them by an adult. This will be labelled "A library book to share."
- Please write in your child's Reading Record so we can celebrate their reading with you
- They will also have a Book Review they can complete with an adult for their library book.
- The library will also be open after school for children to choose a book to take home with their adult. Please see the up-to-date timetable on the library door.

Please ensure that book bags come back to school every day so we can change your child's book at least once a week.

Year 1 children will learn spelling rules, with weekly spellings to learn. They will bring these home in their spelling books to practise.

### Maths



**Reception** children will be working towards the Early Learning Goals. These are: To have a deep understanding of number to 10; To subitise (recognise quantities without counting) up to 5; To automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts; To verbally count beyond 20, recognising the pattern of the counting system; To compare quantities up to 10 in different contexts; To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. There will also be rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures.

#### KS1: Number and Place Value

The children will consolidate their understanding of number by ordering and comparing numbers up to, and beyond 100. They will use pictorial aids to support them such as tens frames, number lines and hundred squares.

#### KS1: Calculation

The children will revisit number bonds to 10 and begin to learn which numbers add together to equal 20. They will be encouraged to record their answers using +, - and = signs. They will continue to develop their multiplication and division skills through grouping and sharing. They will use this knowledge of multiples when learning about fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$ .

KS1: Shape, Space and Measure The children will be developing their understanding of time as we learn to read the clock to o'clock and half past. They will learn how to measure volume and capacity using litres, and height and length using cm and m.



## History-The Great Fire of London



We will be learning all about the Great Fire in 1666-how it started, why it spread so quickly, which sources tell us about it. We will also be comparing London then with London today, linking with our previous Geography learning. We also hope to meet some real firefighters!

## Science- Everyday Materials

The children will learn to identify a variety of everyday materials such as wood, plastic, glass, and metal. They will also learn the physical properties of these materials such as rough/smooth, waterproof/non-waterproof and opaque/transparent. The children will work scientifically to perform simple tests to determine which materials are best for a variety of different uses.



## Physical Development - PE



PE will be taught on a **Friday for Robins** and the children will need to bring into school suitable clothing and footwear e.g. jogging trousers/shorts, t-shirt, and trainers. Long hair should be tied back and earrings removed.

## Physical Development - Handwriting

The younger children will complete activities to develop their fine motor skills e.g. playdough, bead threading, sorting objects with tweezers.

All children will be taught to form letters as discrete shapes in the Read Write Inc 'Get Writing' programme. We are working on our presentation.

aA bB cC dD eE fF gG  
hH iI jJ kK lL mM  
nN oO pP qQ rR sS tT  
uU vV wW xX yY zZ

## RE

In RE we will continue our learning about Islam. We will explore what the Qur'an says about being Muslim.



## Geography

We will be learning to understand that a world map shows all the countries in the world. We will identify the UK and the countries where members of the class come from. We will show our knowledge of different locations by describing the features of different places.



## DT

We will begin learning about structures by exploring houses that are built using variety of materials. Through the story of 'The Three Little Pigs' we will discover how to make structures stronger, stiffer and more stable before designing and making our own model homes. We will be developing our cutting skills using scissors and craft knives.



## Art



We will learn about an artist called Henri Matisse and his famous piece called The Snail. We will use this as inspiration as we design and make our own snail collages, using a range of glues, fabric or paper. We will evaluate our work and see how we might improve it.

## PSHE

During our PSHE lessons, we will be exploring how to Think Positive and Growing Up

- Talking about what we can do to feel good.
- Thinking about what choices we have.
- Thinking about what makes us who we are and what is special about ourselves.

