

# Term 6 Newsletter: Wildcats



Dear Families,

Welcome to our final term together! I can't believe our school year has almost come to an end, but I am so excited for term 6 and all the wonderful things we have coming up.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, ([info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk)), or at the end of the school day.

## The Reception Class team:

**Becca McDonald**

*Class Teacher*

**Kelly Fordham**

*Learning Support Assistant*

**Tracey Sealy**

*Learning Support Assistant Mon, Tues, Wed*

**Jan Smith**

*Learning Support Assistant Thurs/Fri*

**Hannah Evans**

*Learning Support assistant Mo, Tues, Weds*

**Lily PPA - cover Friday Afternoons**

### **Enquiry Question this term: Where do animals live?**

Our focus text this Term is: **No Dinner** by

We will be linking this book to animals and exploring their homes around the world.

At the end of the term we will be going to the **Aquarium** to see the under water animals. On **Monday 1<sup>st</sup> July** we will have our class assembly where we will be sharing our learning on animals from Africa (*children have shown a particular interest in these animals and their habitats*).

This book links to our Understanding of the World and personal development, as we explore which foods are healthy for our bodies.

## Learn Together

We Can Make a Difference

EYFS

The pupils will be enabled to:

- Identify an area of their classroom which could be improved in some way.
- Engage in discussion on how this area could be improved.
- Identify the desired outcome(s) of this intervention.
- Plan and engage in activities to undertake this intervention.
- Engage in subsequent discussion on the success of the intervention or if further action is needed.

Examples of small, practical and visual initiatives could include:

- changing layout of classroom library
- moving library
- changing formation of desks
- planting seeds to brighten up windowsill
- reorganising recycling bins

## Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 17: You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 24: You have the right to a clean and safe environment.

Article 29: Your education should help you protect the environment.

## Communication, Language and Literacy

Each term we will have focus books to explore in our learning. Our focus book this term is

### No Dinner

We will:

- Use our known graphemes (sounds) to write plausible attempts for unfamiliar words.
- Demarcate some sentence with capital letters and full stops.
- Write short sentences/captions that we can begin to read back to ourselves.
- Apply and blend adjacent consonants when reading/writing (such as: st, dr, spr, cr, fl)
- Talk about what we know and ask questions about what we don't know or understand.
- Anticipate some key events in stories.

## Phonics

Week 1-5 – Revisit and revise phase 2-4

Week 6 – Assessment week

## Maths

*Below is an outline of the intended progression of learning – this may be altered where needed*

### Sharing and grouping

**Step 1** Explore sharing

**Step 2** Sharing

**Step 3** Explore grouping

**Step 4** Grouping

**Step 5** Even and odd sharing

**Step 6** Play with and build doubles

### Visualise and build

**Step 1** Identify units of repeating patterns

**Step 2** Create own pattern rules

**Step 3** Explore own pattern rules

**Step 4** Replicate and build scenes and constructions

**Step 5** Visualise from different positions

**Step 6** Describe positions

**Step 7** Give instructions to build

**Step 8** Explore mapping

**Step 9** Represent maps with models

**Step 10** Create own maps from familiar places

## Wider Curriculum

In Personal, Social and Emotional Development we will provide opportunities to:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

In Physical Development we will provide opportunities to:

- Further develop dance.
- Sports day practise.

In Understanding the World we will provide opportunities to:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

In Expressive Arts and Design, we will provide opportunities to:

- Share their creations, explaining the process they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.

## Home Learning

### Reading

It is our recommendation that children should be reading daily where possible. The expectation is that children read **a minimum of 4 times a week**. Please record in yellow reading records. We will count their number of reads each week and 4+ reads will enable an entry into the Golden Ticket jar, where a child is chosen to win a prize.

Please also practise finding, reading and writing Tricky words, which have been sent home in book bags. Some children will receive new sets of tricky words to learn this term.

### Letter Join

Lots of fun, interactive activities to practise handwriting and spelling.

Username - qr7427

Password - home

### Maths

Please see the parent maths booklet for ideas on play-based activities to help your child with key mathematical skills.

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning>

## Other important information/notes for the term ahead

**Google Drive**

**Reading books and records.**

**What does my child need to bring into school every day?**

<p>class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:</p> <p><a href="https://tinyurl.com/ypv3rbp7">https://tinyurl.com/ypv3rbp7</a></p>	<p>Please ensure these are in your child's bookbag <b>everyday</b>.</p>	<p>Named Water bottle, book bag, coat/hat (appropriate weather clothing)</p> <p>Please can you make sure your child has a drawstring bag in school on their peg. It should have a set of spare clothes in a plastic bag in case of any accidents. Please also ensure your child has some welly boots at school.</p>
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#### Tapestry

We thoroughly enjoy looking through the parent contributions to your child's Tapestry. We will always try and leave a comment or a 'like' when we read these so you can share these times with your child. Please continue to contribute your child's wonderful learning moments from home into Tapestry this term – they really help us as teachers, and the children love talking about them in our review times. If you can't access Tapestry for whatever reason, please let me know.

#### Family Helpers

We would love some family helpers this year! If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can help with:

- listening to children read
- sharpening pencils
- Playing maths games

Or perhaps you have another skill you think would be useful? If you are interested then please fill in the online form via the link below.

<https://forms.gle/Yy1TEpPtKhF8r1Hn6>

#### Welly Wednesdays!

'Welly Wednesdays' (weather dependent!) will be where we head down to our nature area for an afternoon of outdoor learning. Please ensure your child has a rain coat and appropriate clothing for this. This may not be every week, however it is best they come to school prepared just in case.

#### Weather

Please ensure children have suncream applied before school now that UV levels are rising. Please ensure children bring sunhats in their bags every day.

## Jewellery

Please remember that due to health and safety reasons, children cannot wear jewellery in school. This includes necklaces, bracelets and dangly earrings. – the children are very active in the day, and we don't want anyone to get accidentally hurt with any tangled jewellery.

Many thanks 😊