



Dear Parents,

Welcome back to the Summer Term at St Joseph's. This term we will be building on the children's learning to secure their understanding and enable them to meet their end of year expectations.

Throughout this term, we will be learning all about '**Amazing Animals**'. We will be finding out how to care for different types of animals and learning about their different habitats. We have already started by looking at farm animals following our successful trip to Standalone Farm.

Please read our curriculum coverage to see what key skills your child will learn this term. Throughout the term we plan to cover a number of activities related to the different areas of learning.

In Phonics, we continue to practise the skills of blending and segmenting for reading and writing. We are currently covering phase 3 of Letters and Sounds and will move onto phase 4. Please continue to support your child to learn their high frequency words to develop their sight vocabulary. Encourage them to sound out a word and use the pictures for contextual clues and prompts. Home learning books will continue to be sent home on a Wednesday. Work set will include a variety of practical and written activities to consolidate your child's learning at school. Please return the following week, Wednesday at the latest.

As the weather gets warmer please ensure your child comes to school wearing sun cream and brings in a sun hat. For health and safety reasons, we also ask that your child wears suitable closed footwear to allow them to use the climbing frame and scooters.

Our PE sessions will become more formal this term. The children will need navy blue shorts, a white t-shirt and white socks. They will also need a pair of black plimsolls. Please ensure all items of clothing are clearly labelled with your child's name. These can be placed in a named bag on their peg and can stay at school.

We are always busy creating things in busy time using junk modelling resources. Please could you send in cardboard boxes, kitchen roll tubes, milk cartons, bottle lids, empty tins (without the lids), so that we can continue to build our wonderful creations.

We kindly ask all Reception parents to continue to make a voluntary contribution of £10.00 to go towards providing the children with a healthy snack and other necessities that we use on a daily basis. It can be paid via the preferred method of payment through the School online payment system 'School Gateway' or a cheque (made payable to St. Joseph's Catholic Primary School). We would be grateful if you could put all monies in an envelope with the amount and your child's name clearly marked.

In preparation for Key Stage One, your child will have opportunity to visit the year one classrooms later this term to help with the transition to Key Stage One. This is not indicative of the class they will be in. There will also be a key stage one transition meeting for parents, further details will follow.

Dates for your diary

Saturday 13 th May	May Fayre
Friday 26 th May	Open Day
Half term	Monday 29th May – Friday 2nd June
Friday 9 th June	EYFS liturgy (further details to follow)
Wednesday 14 th June	Sponsored run
Wednesday 28 th June	School Association meeting
Thursday 22 nd June	EYFS enrichment day part 1 –in school
Friday 23 rd June	EYFS enrichment day part 2 –in school
Friday 14 th July	Summer disco
Monday 17 th July	Sports day (Reserve day Tuesday 18 th July)

We are looking forward to another exciting term developing your child`s skills further. Please do speak to us about any concerns or worries you may have and we will always be happy to discuss them with you at an appropriate time.

Mrs Hunt & Mrs Foster

Area of Learning	Reception
Personal, Social and Emotional Development	<p><u>Self-confidence & Self-awareness</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing Feelings and Behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
Communication and Language	<p><u>Listening and Attention</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Literacy	<p><u>Reading</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Physical Development	<p><u>Moving and Handling</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They</p>

	<p>handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and Self-care</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Mathematics	<p><u>Numbers</u></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>Shape, Space and Measure</u></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Understanding of the World	<p><u>People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The World</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Expressive Arts and Design	<p><u>Exploring and Using Media and Materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>