



West Hill Primary School
 (a partner in the SMILE Learning Trust)
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Friday 30th April 2021

SUMMER TERM RECEPTION CLASS CURRICULUM NEWSLETTER

Dear Parents/Carers,

Welcome back to the Summer Term! We are really looking forward to the term ahead and have some super learning opportunities planned.

Our topics this term include **'Growing'** (plants, seeds, flowers, minibeasts, frogs and butterflies), **'Fairy Tales'** and **'Water'**.

	Purpose	Ways to help at home:
Personal, social and emotional development	<p>We will encourage the children to talk about the things that are going on around them and to understand that they can make a difference. They will continue to learn to recognise what is fair and unfair, how to make choices between right and wrong, how their behaviour affects those around them and why it is important to have rules and boundaries. There is a continuing emphasis on building self- confidence and self-awareness, establishing effective relationships with other children and adults, sharing and taking turn and learning to be sensitive to the needs and feelings of others. We will discuss things that we are good at, what we would like to improve and think about setting goals. We will consider things that are special to us and continue to recognise and name different feelings, such as feeling proud of our achievements. We will also learn about keeping safe.</p>	<ul style="list-style-type: none"> ▪ <i>Talk about fair and unfair situations, your child's feelings about fairness, and how we can make things fair.</i> ▪ <i>Discuss keeping safe at home, and when you are out and about.</i> ▪ <i>Discuss how to make up when you fall out with friends.</i> ▪ <i>How to solve arguments when you and your friends don't agree.</i> ▪ <i>What you can do to calm down when you feel angry (mindfulness techniques)</i>
Communication, language and literacy	<p>We will continue to learn to listen attentively, follow instructions involving several ideas or actions and take turns in conversations and discussions. We will read and compare a variety of new and traditional stories, poems and rhymes, using them as a starting point for writing, role play and art work, with links to our topic work. We will practise retelling stories in the correct sequence, drawing on language patterns used in the stories. Reading and writing skills will continue to develop through the learning of letter sounds/digraphs/trigraphs, building and segmenting words, as well as whole word recognition. We will practise reading and understanding simple sentences, talking about what we have read. We will write simple sentences, thinking about spaces between words and correct use of capital letters and full stops and continue to practise hand-writing skills, developing the children's ability to use writing tools effectively and to form letters correctly.</p>	<ul style="list-style-type: none"> ▪ <i>When reading stories, or listening to your child read, check understanding by focussing on predictions or explanations (e.g. 'Why do you think that happened?' 'What happened at the beginning/next/at the end of the story?' 'What do you think might happen next?')</i> ▪ <i>Encourage writing in real life or play situations, such as helping to write a shopping list or clues for a treasure hunt, or writing notes or messages.</i> ▪ <i>Practise reading and writing the words in the little orange 'My Words' books.</i> ▪ <i>Sing rhymes and songs (see our weekly 'This week we have...' doc for ideas.)</i> ▪ <i>Talk about the new vocabulary (again included on the 'This week we have...')</i>



<p style="text-align: center;">Mathematics</p>	<p>Mathematical activities continue to focus on counting and recognising numbers and counting objects reliably and accurately.</p> <p>Our topics for this term are:</p> <ul style="list-style-type: none"> • Numbers to 20 and beyond • Addition and subtraction – counting on and back • Simple multiplication and division, i.e. doubles and sharing • Patterns – repeating patterns. <p>Most of the learning takes place through games and practical activities with an emphasis on problem solving.</p>	<ul style="list-style-type: none"> ▪ <i>Play games with dice or spinners - especially games which involve adding two dice together.</i> ▪ <i>Collect objects when shopping or out on a walk, 'how many more do we need?' 'If you collect (two) more, how many will you have?' 'How many would each person have if we shared these out fairly?'</i> ▪ <i>Compare size and weight of objects in terms of longer/shorter, heavier/lighter.</i> ▪ <i>Look for repeating patterns in the environment – e.g. bricks, fabrics, socks, packaging, music (e.g. clapping patterns), words (e.g. red lorry, yellow lorry, red lorry, yellow lorry...)</i>
<p style="text-align: center;">Understanding the World</p>	<p>We will start the term with our topic on 'Growing'. We will think about plants, flowers and seeds looking at what they need to grow and how they change. We'll be growing seeds and measuring them and even eating some too!! We'll link this to story books such as 'Jack and the Beanstalk'. As well as this, we'll go on minibeast hunts and we'll look at life cycles, particularly those of frogs and butterflies.</p> <p>Finally, we will finish off the year with our topic on 'Water'. We will use stories to explore animals that live in the sea and learn about floating and sinking. We even find out all about pirates!</p> <p>We will continue to use technology to support our learning in the form of computers, cameras and programmable toys.</p>	<ul style="list-style-type: none"> ▪ <i>Grow seeds of your own.</i> ▪ <i>Find out which parts of plants you eat for dinner - fruit (e.g. tomato), stem (e.g. celery), flower (e.g. broccoli), roots (e.g. carrots)...</i> ▪ <i>Look at plants and seedlings in the garden.</i> ▪ <i>Look at photos to compare how you and your child have changed over time.</i> ▪ <i>Look out for frogspawn and caterpillars in the garden.</i> ▪ <i>Look at books about plants, seeds, minibeasts and dinosaurs.</i> ▪ <i>Take photos of flowers and minibeasts.</i> ▪ <i>Investigate floating and sinking in the kitchen - predicting which objects will sink.</i>
<p style="text-align: center;">Expressive arts and design</p>	<p>Our Art and Design Technology will be linked to all areas of the curriculum to include printing, painting and modelling, as well as art and making links to all our topics. We will experiment with a variety of tools and techniques to develop both artistic and motor skills.</p> <p>Music will continue to play an important part in the curriculum and we will sing together outside. We will also explore musical elements, listening and responding to descriptive music and begin to develop our own compositions.</p>	<ul style="list-style-type: none"> ▪ <i>Explore different media - e.g. paint, dough, collage.</i> ▪ <i>Practise colouring skills - controlling pencils and pens and selecting appropriate colours</i> ▪ <i>Try drawing people, animals, plants and everyday objects</i> ▪ <i>Look at famous paintings of flowers - e.g. Van Gogh's 'Sunflowers'</i> ▪ <i>Discuss and express an opinion about a variety of music, pictures, stories etc.: 'Which is your favourite and why?'</i>

Physical development	<p>In P.E we will focus on games and gymnastic activities, developing body awareness and travelling skills and exploring movement concepts such as shape, speed and direction. We will play lots of team games, running and relay races.</p> <p>The children will develop their abilities to use space safely, listening, co-operating and responding skills, as well as acquiring skills such as throwing, catching, bouncing and rolling. We will continue to develop manipulative skills, handling tools, equipment and materials effectively and safely.</p> <p>We will use a variety of play equipment to encourage co-ordination, the development of motor skills, as well as decision making and independent learning, all of which are vital to a child's development. Interaction between the children during these structured play sessions helps to develop important social and verbal skills.</p>	<ul style="list-style-type: none"> ▪ <i>Help with cutting out pictures in catalogues or magazines to make collages</i> ▪ <i>Play throwing and catching games and encourage balancing and climbing safely on play equipment at the park or in the garden, as well as on bikes and scooters.</i> ▪ <i>Try running races and relay type games.</i> ▪ <i>Discuss safety issues relating to physical activities and when using scissors etc. at home.</i>
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Tapestry

Thank you for your lovely 'posts' on Tapestry. They provide us with such useful information about your child; we would be very grateful if you could continue to inform us of any achievements at home as they do help to build up a full picture.

PE Kit

We will now be asking the children to change for PE once a week. Please could you send in a named kit as soon as possible. Pupils all need green shorts, a plain white t-shirt and black plimsolls. These should be kept in a named drawstring bag on their peg. (Green drawstring bags, with the school logo, are available for a small price, from Thomas Moore in Exeter).

This Week We Have...

We will continue to inform you about some of the activities that have taken place each week by means of our '**This week we have...**' notes that we post on Tapestry every Friday. This is also the place where we share ideas that you might want to follow up at home, a new rhyme/poem to enjoy with your child, plus the specific word/vocabulary we have been focusing on.

Vocabulary

As per Friday 23rd's newsletter, part of our whole school focus is on developing vocabulary so we will be teaching the children our school weekly Word of the Week. We will also identify around 4 other 'Wow Words' that we will introduce to the class and model how to use. These extra words will usually come from our focus texts and will be words that we consider to have 'high mileage' in terms of use when speaking and writing. Will endeavour to communicate this focus vocabulary to you on our 'This Week We Have' document so you can reinforce its use at home.

Forest School

Forest School will continue to be on Thursdays afternoons so please keep sending your child into school in long sleeved tops and long trousers that you don't mind getting messy.

We do hope that you find this letter helpful. Please do not hesitate to contact us if you have any questions or queries.

Best wishes,

Emma Powley and Louise Stevens