



ST JAMES'  
PRIMARY SCHOOL

# Robins

Summer Term 1 - April/May 2019

Dear Parents and Carers,

I hope you have all had a fantastic Easter break and are ready for the Summer term. Thank you for collecting recycling and other items that the children have used for their junk modelling and to those of you who read stories to the class on World Book Day or led groups on our Spring Walk - it is greatly appreciated! The children thoroughly enjoyed watching the chicks hatch, making and eating pancakes, the visit from the Ambulance service and starting our balance bike sessions which will continue this term.

This term our 'Continuous Provision' and 'Planning in the Moment' approach will be complemented with our flexible topics of Growing and Animals and Minibeasts. The children will lead the learning by following their own interests and it is here the adults will find 'teachable moments' to model, question and challenge etc. in order for the children to meet or exceed the 'Early Learning Goals' (please see the reverse of the Newsletter). We will carry on with focussing on 3 to 4 children per week who will be sent home with an Envelope Writing Challenge which we look forward to your child sharing with us! The children again will have daily phonics sessions according to their current needs.

In the coming weeks we will be growing plants from seeds, looking for and observing minibeasts and other animals. We will read the Hungry Caterpillar and create a story map together which we will then change (for example the main character) so the children can then create their own and look at non-fiction books about minibeasts and plants. The children will have writing opportunities across everything we do and we will continue with our (story) scribing where the children will be encouraged to write their own sentences. Outdoors we will have our woodwork bench out, weekly balance bike sessions and encourage the children to make dens and sun shades as the weather is getting warmer. Finally this term in R.E we will be thinking about the following question: Which places are specially valued and why?

Over the Easter holidays we have been busy renovating the summer house/large shed - I can't wait to see the children's reactions when they see what we have created for them!

If you have any old metal pots, bowls, saucepans, wooden spoons or rolling pins that you no longer use please bring them into school as we are planning to create a music wall to enhance our outdoor learning environment. If you have any questions or concerns, please do not hesitate to come and see one of us.

Best wishes  
Clare Doughty

## Reminders

Please ensure that your child has a **sunhat and raincoat** available everyday and any **sunscreen** is applied before school when necessary.

**PE kits** - Soon we will begin to practice Sports Day games. This will mean that children will need their PE kits in school each week.

**Library on Fridays** - Please therefore return the library book each Friday so that your child can choose a new book.

**Home-school reading books** - Please change your child's book 2-3 times a week. If you are not able to change it please let us know (or the Dawn till Dusk staff) and we will help your child select a new book.

**Please could all children bring in their reading book and yellow reading record book each Monday ready for the Red dot reading challenge.**

**High Frequency Words** - Please continue reading and learning to spell the Reception HFW sent home.

## Robins in Action



## Important Dates

**Bend the Rules day** - Friday 3rd May

**Bank Holiday** - Monday 6th May

**Class Assembly** - Friday 24th May

**Half term** - Monday 27th to Friday 31st May



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<p><b>Personal, Social, and Emotional Development</b></p>	<p>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. 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. 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><b>Communication and Language</b></p>	<p>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. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 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>
<p><b>Physical Development</b></p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 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>
<p><b>Literacy</b></p>	<p>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. 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>
<p><b>Maths</b></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. 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>
<p><b>Understanding the World</b></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. 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. 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>
<p><b>Expressive Arts and Design</b></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. 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>

## Things to do at Home

Make a junk model invention and write instructions on how it works. Plant bean or cress seeds and observe them as they grow - take photographs or draw pictures and then label or write sentences about them. Go on a minibeast hunt in your garden or at the park but remember to treat the creatures you find with care! Continue to tell stories together and write as many of the words and tricky words by yourself. Write shopping lists, birthday and post cards. Practice counting forwards and backwards from any given number and identify numbers when you are out and about. Just remember to have fun while you are learning!