

8 June 2018

Telephone: Nottingham (0115) 965 2136  
Email: office@woodsfoundation.notts.sch.uk

Dear Parents/Carers,



**CLASS R INFORMATION LETTER - SUMMER TERM 2 2018**

Welcome back to the second half of the summer term. I hope you had a good half term break and you were able to get out and about and enjoy yourselves! The second half of the summer term will see us focusing on a new topic of 'Animals and Minibeasts'. We will be looking at lots of different animals and insects and the environments that they live in. Below is a list of the areas of learning and what your child will be exploring. It is by no means extensive, but it should provide you with an insight that will support your child's learning. All weekly plans are available to view on the noticeboard in Class R's cloakroom.

<b>Communication, Language and Literacy</b>	Writing sentences and longer passages of writing with capital letters and full stops, finger spaces and question marks; expanding vocabulary by looking at new words and their meaning; writing postcards; creating class books; writing lists, sentences, captions and phrases using phase 2, 3 and 4 tricky words and sounds; rhyme and alliteration; using descriptive words; letter formation; role play and talk for writing.
<b>Mathematics</b>	Counting on and back to 20 from any given number, then expanding this to numbers up to 100; counting in 10's up to 100; counting in 2's up to 20; counting in 5's up to 50; recognising numbers up to and beyond 50; knowing odd and even numbers up to 10 and beyond; finding 1 more and one less; counting on and back by 2, 3, or 4 by using a number track; revising coin knowledge from 1p to £2; partitioning numbers; representing information as charts; sorting objects into groups and pairs according to set criteria; instructions; comparative language; simple estimating; investigations; using vocabulary associated with addition and subtraction; sharing into equal groups (simple division), halving, doubling.
<b>Understanding the World</b>	Different animals and their features; observations of the types of environments and conditions that animals need to survive; life cycle of a butterfly; animal markings and camouflage; features of different animal habitats; minibeast hunt; animals and their young.
<b>Expressive Arts and Design</b>	Creating collages of animals from different materials; collage using pasta shapes; using percussion instruments and responding to their sounds; representing animals and their movements through sound; listening to music that represents animals; making clay minibeasts; role play; looking at animal patterns and camouflage; singing various songs with an animal theme.
<b>Physical Development</b>	Gross motor skills through outdoor physical activities; fine motor skills (scissor and pencil control); travelling/balancing/climbing using different parts of the body on large apparatus; moving their bodies in different ways to music; catching and throwing; playing outdoor games; parachute games; sports day; recognising changes in their body due to exercise.
<b>PSED/RE</b>	Talking about past and present experiences; hygiene; understanding their own and others emotions and feelings; care and sensitivity towards others; doing the right thing by making choices; discussing likes/dislikes and forming opinions; caring for animals and understanding their needs. SEAL's - Changes; R.E. - What happens in a church?

## Phase 4 Letters and Sounds

At the beginning of last half term, all the children began work on Phase 4 of 'Letters and Sounds'. From the outline in your child's reading diary, you will see that we are currently nearing the end of the revision period of this phase. The main focus for Phase 4 is to improve the children's confidence, so they can read familiar words straight away, rather than having to keep 'sounding them out'. They are also encouraged to learn to spell out aloud all the tricky words from phase 2, 3 and 4 and to use their phonics where necessary. The children will write sentences to practise these skills and also try to write longer pieces of writing. From this point onwards, the children's daily phonics lesson will now involve the children using their phonic knowledge to read and write longer words and sentences. They will also be expected to have quick visual recall of all the tricky and high frequency words learnt so far from Phase 2, 3, and 4 and also to be able to write them accurately. This will then prepare them for the work they will do when they start Phase 5 phonics in Class 1.

Please continue to support your child with their reading and sound work at home. It really does help them to improve their confidence. Their books will still be changed twice a week - once at the beginning and once at the end of the week.

## Trip To Perlethorpe

On Wednesday 4 July 2018, Class R are having a trip to Perlethorpe Environmental Education Centre, near Ollerton. This is to support our work on animals and minibeasts and give the children the opportunity to see them in their natural environment. You will shortly be receiving a letter providing you with all the details. I am also planning to walk to Ploughman Wood to support our learning. As usual, I will let you know when this will happen.



## Water Bottles, Sun Hats and Suncream

Please can you make sure your child always comes to school with a water bottle (our school policy is that the bottle should be filled with water, not juice), so they are able to have a drink whenever they feel thirsty. These bottles will be placed under the canopy on warm days, so the children can have access to a drink at lunchtime. Please ensure your child's name is on their bottle.

As mentioned in previous newsletters, we are not able to apply sun protection to the children in the class. The advice we have been given is that you apply sun protection at home before you bring your child to school. If you apply one of the longer lasting products just before you leave home in the morning, this will give adequate protection for the whole of the school day. You are also more than welcome to send a sun hat in for your child to wear whilst outside. Please though make sure that your child's name is clearly written on it. The children have had lessons in school about looking after themselves in the sun.

## Shoes

With the warmer weather now with us, it's very tempting to send your child to school with open toe sandals on. During the hustle and bustle of the school day, these can offer very little protection for feet from knocks and scrapes. For safety reasons, we would politely suggest they come to school in their normal school shoes which will provide much more robust protection for their feet! This is also in line with our school uniform policy.

## Wow Moments

You may remember last half term, I sent home a sheet of 'Wow Moments' for you to fill in about achievements your child makes outside school. Attached to this letter is another sheet so you can continue to record and send them into school, as the opportunity arises. We read every wow moment out to the class and encourage your child to talk about what they have done. They are then stuck in their topic book to record their achievement.

## Diary Dates

This half term can be quite busy with various events and trips. You can find all dates on the VLE. A link to this is on the school website. Your child's logon details are in their reading diary. Dates will also be published in the newsletters. Here are a few ones coming up:

Monday 11 June 2018 - Sports Day and Summer Fair, beginning at 1.30pm and 4.00pm.

Friday 22 June 2018 - Class R Assembly, 9.00am for refreshments in the hall, 9.30am for assembly.

### Transition to Class 1

Many of you have asked about the transition to Class 1. I try and keep this very low key to avoid any unnecessary anxiety for the children, especially as we have only just started this last half term and moving to Class 1 is a long way off. Presently, I am not mentioning anything to the children about moving to Class 1 and just continuing with our day to day routines. As we get closer to the end of term, I will inform you about transition activities and what we will be doing to smoothly prepare the children for this change.

### Food Bank

This week it is Class R's turn to provide items for to go to the food bank. If you are able to spare a tin or packet of food for this good cause, then please place it in the box just inside the main entrance door.

### Golden Raffle Tickets

Your child may come home with a golden raffle ticket. This is the ticket they have been given for their mystery cup entry. Please keep this safe, as they will need to bring it to the Summer Fair to find out which mystery cup they have won.

### Key Skills

This half term, part of our learning will be focusing on consolidating the skills that are essential for your child's development. To help you support your child's learning at home, I have listed some of the key skills below. The list is not a 'checklist', but it should provide you with an indication as to what we are working towards. Please remember though that all children have different strengths and abilities and your child might not yet have the knowledge and understanding to do the more challenging elements.

Mathematics	Literacy - Reading and Writing
<p>(These can be done using apparatus as support)</p> <ul style="list-style-type: none"><li>• Recognise numbers 1-20 and can place them in order;</li><li>• Count reliably with numbers from 1-20;</li><li>• Count on and back from any number between 1-20;</li><li>• Find 1 more or 1 less from any number between 1-20;</li><li>• Add two, 1 digit numbers together;</li><li>• Add a 1 digit number to a two digit numbers (11-20);</li><li>• Write the numbers 0-9 correctly, then 10-20;</li><li>• Share objects into equal groups;</li><li>• Subtract 2 single digit numbers from each other;</li><li>• Count aloud to 30, then 40, then 50, then to 100;</li><li>• Read clock times to o'clock.</li></ul>	<ul style="list-style-type: none"><li>• Say or sing the alphabet;</li><li>• Say the letter names in random order;</li><li>• Know all the phonemes (sounds) from Phase 2 and 3;</li><li>• Write their full name;</li><li>• Recognise and read all the tricky and high frequency words from Phase 2, 3 and 4;</li><li>• Spell (by saying aloud) all the tricky and high frequency words from Phase 2, 3 and 4;</li><li>• Write the majority of tricky words from Phase 2, 3 and 4;</li><li>• Write simple sentences, using their knowledge of phonemes (sounds) which can be read by themselves and others;</li><li>• Use their knowledge of phonemes to work out unknown words and remember them for quick recall;</li><li>• Read and understand simple sentences.</li></ul>

Thank you for your continued support of Class R.

Yours sincerely,

Mr. P. Asplin  
Class R Teacher