



Headteacher: Mrs C.V. Morley

Theale C of E Primary School

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Dear Parents/Carers,

We hope you had a relaxing Easter break. The children have come back to school ready to learn and it has been lovely to see them again!

The Foundation Stage Curriculum for the Spring term:

Communication and Language (C&L)	<p>Articulate thoughts in well-formed sentences.</p> <p>Connect ideas and actions using a range of connectives (e.g. and, so, because)</p> <p>Use talk to work out problems, organise thinking and explain how things work and why they might happen.</p> <p>Retell stories using story language and in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction.</p>
Personal, Social and Emotional Development (PSED)	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate feelings, and think about the perspectives of others.</p> <p>Know and talk about ways to stay healthy.</p> <p>Food and nutrition: summer snacks inspired by the seaside.</p>
Physical Development (PD)	<p>Develop body strength, co-ordination, balance and agility.</p> <p>Use core muscle strength effectively to sit with good posture at a table or on the floor.</p> <p>Confidently use a range of large and small apparatus outdoors and indoors.</p> <p>Athletic team skills, racket and ball skills.</p> <p>Develop small motor skills in order to use a range of tools e.g. pencils, paintbrushes, scissors, cutlery.</p> <p>Begin to develop an accurate and efficient handwriting style.</p>
Literacy (L)	<p>Read and re-read books matched to phonic ability to build up confidence, fluency, comprehension and enjoyment.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words by sounding them out and writing the sound with letters.</p> <p>Write short sentences including the use of capital letters and full stops.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Read Write Inc Set 2/3 sounds and 'ditty' sentences.</p> <p>Learning to recognise, read and write high-frequency words.</p>
Mathematics (M)	<p>Count beyond 10.</p> <p>Understand the one more/one less relationships between numbers.</p> <p>Develop an awareness of patterns within number including doubles, odds and</p>



	<p>evens. Share equally into two or more groups. Composition of numbers within 10 (how numbers are made up of smaller numbers). Automatically recall number bonds to 5 and 10. Measuring height, length and time. Recognising 3D shapes and their properties.</p>
Understanding of the World (UW)	<p>Outdoor learning: nature. Life skills: careers and finance, identity and risk Science: plants. History: aviation – holidays abroad, travel and transport. Geography: Africa – weather, culture, wildlife Computing: Using beebots (introduction to programming). RE: Judaism (Shabbat and the High Holy Days).</p>
Expressive Arts and Design (EAD)	<p>Art: explore the seaside and the plants and creatures that exist in this habitat. Explore the texture and shape of seaside forms. Create 2D and 3D outcomes related to this theme. Artist focus: Monet, Turner. DT: mechanical systems, sliders – design and make an aquarium with sliding fish. Performance skills.</p>

Year One Curriculum for the Summer term:

English	<p>Develop an appreciation of poetry, including learning poetry, performing poetry and writing poetry. Writing recounts of real and fictional events. Researching and writing information texts. Retelling traditional tales and writing own versions. Letter writing. Storytelling and story writing. Instruction writing.</p>
Maths	<p>Learn the names and properties of a range of 3D shapes, and how they can be used for different purposes. Money: values of coins and notes, adding coin values, finding change. Counting in 2s, 5s and 10s. Measuring height and length using non-standard and standard measures. Measuring weight and volume using non-standard and standard measures. Counting and recognising numbers up to and beyond 100. Recording addition and subtraction calculations. Related number facts.</p>
Science	Plants
History	Aviation: holiday abroad, travel and transport.
Geography	Africa: weather, culture, wildlife
Art	<p>Art: explore the seaside and the plants and creatures that exist in this habitat. Explore the texture and shape of seaside forms. Create 2D and 3D outcomes related to this theme. Artist focus: Monet, Turner.</p>
Design Technology	Mechanical systems, sliders – design and make an aquarium with sliding fish.



	Food and nutrition: summer snacks inspired by the seaside.
Life Skills	Careers and finance, identity and risk
Computing	Coding and computational thinking; data handling
Music	Nursery rhymes and musical playground games.
PE	Athletic team skills, racket and ball skills.
Outdoor Education	Nature.
RE	Judaism: Shabbat and the High Holy Days
French	Numbers 1-10, greetings, family members, how are you? Shapes, songs

What to bring and what to wear:

	Monday	Tuesday	Wednesday	Thursday	Friday
Bring in	PE kit in named bag.			Wear PE kit to school.	Outdoor ed kit in named bag (every other week).
Take home	Return home in PE kit (every other week).			Return home in PE kit.	Return home in outdoor ed kit.

Reading

In Foundation Stage 2/Year 1 we hear every child read every day. Occasionally this may not always be possible due to school trips or other exciting opportunities. **Reading every day helps your child to make significant progress, therefore we ask that you read with your child at home each day.** Once you have read with them, please note this in their yellow reading record. Your child should bring their yellow reading record and reading book to school each day.

Children take home a new school reading book on a **Monday** and a **Thursday**. This book is linked to their phonics level, so will contain lots of words they are able to read independently. We send the books home for three days to give you time to read each book **three times**. This really helps your child's fluency (reading speed and accuracy) and comprehension (understanding of what they have read). Some children complete the Read, Write Inc. programme in Year 1. These children take home book band books which are changed by the children when they need a new book.

We read exciting and challenging texts with the children in our English and storytime sessions every day and we encourage you to do the same at home! If you have any questions about reading, or you would like to discuss how to support your child, please do speak to their class teacher.

Homework

In order to ensure basic skills are embedded, we ask that you hear your child read for a few minutes every evening and record this in their yellow reading record. Pupils will also receive weekly spellings linked to their phonics lessons to complete. These sheets will go out on a Monday and should be completed and returned the following Monday.

Specialist Teaching

We are fortunate enough to have many specialist teachers across the school. The children will have Drama, Dance and Music on a Friday morning. These sessions will be taught by Carrie, Claire and Mr Morley. The children have PE every other Monday afternoon.



PE and Outdoor Education:

- PE will take place on alternate Mondays. The dates are as follows:

15th April, 29th April, 13th May, 3rd June, 17th June, 1st July, 15th July

PE kits must include long trousers and a jumper as they will return home in their kits on the above dates.

- Outdoor Ed will take place on alternate Friday afternoons. The dates are as follows:

26th April, 10th May, 24th May, 14th June, 28th June, 12th July

Please could you ensure that on the above dates your child has the following items in a separate, named bag: **wellies or outdoor shoes (weather dependent) a warm, waterproof coat, suncream and sunhat**, when necessary. Though they will not be changing, having these items in school will mean that the children can go outside in a range of weather conditions.

Water Bottles

Please send your child to school with a named bottle containing water which they will have access to throughout the day. Please ensure the drink you are sending to school is water. We ask this because squash can be very sticky when spilt. Having water readily available also helps to support our Healthy Schools initiative. Children who eat a packed lunch may have a separate drink of squash or similar (no fizzy drinks please) in their lunchbox. Thank you in advance for your support in this matter.

Uniform

Thank you for returning your child to school looking so presentable. The smart appearance of our children is often noted by the public. Please ensure that all clothing is clearly labelled, especially jumpers. It is school policy that children should tie their hair up if it is long enough (shoulder length) due to health and safety requirements. We also request that children do not have any unnatural colours or extreme styles, i.e. no stripes or shapes cut into their hair. Please also note that only discreet hair accessories are permissible.

School Lunches

We would like to request that you order school dinners at home whenever you can. This helps the efficient running of the class, and also the children themselves. Thank you so much for your help with this. In addition, the children benefit from government funding (as with universal free school meals) of snacks at morning break time. This is free fruit which we encourage children to try. They are also allowed to bring in a healthy snack in their lunchboxes which they can access at break time, although we would prefer that children have the school snack if possible. We encourage your healthy snacks to be something which does not come in a wrapper. I would also like to take this opportunity to remind you that our school is a **nut free environment** so no products containing nuts should be brought in with their packed lunches. This is imperative to keeping the children with allergies safe.

If you have any questions or concerns as the term continues we are always here to help! Please do speak to us after school, or you are welcome to make an appointment with the office for longer conversations.

Many thanks,

Miss Holehouse
FS2/Y1 Team Leader

Mr Gutierrez
Class Teacher

Mrs Hearn
Class Teacher

