



Headteacher: Mrs C.V. Morley

# Theale C of E Primary School

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Dear Parents/Carers,

It was lovely to see everyone this week and the children have settled quickly back into class. I hope that you had a lovely break over the Easter holidays. We have a very exciting term ahead of us!

## Curriculum

Our **Foundation Stage** curriculum covers the following in the Summer term:

<b>Communication and Language (C&amp;L)</b>	<p>Listening to peers, adults and visitors in groups and whole class settings.</p> <p>Following two or more step instructions.</p> <p>Listening and retelling high quality stories</p> <p>Using knowledge of familiar stories to create own narratives.</p> <p>Asking and answering questions.</p> <p>Making contributions using sentence stems to structure thoughts and ideas.</p> <p>Using talk to organise games, explain how things work, think about why things might happen and resolve problems.</p> <p>Joining in with a wide range of songs and rhymes.</p>
<b>Personal, Social and Emotional Development (PSED)</b>	<p>Showing confidence when in new social situations.</p> <p>Adapting well to changes in routines and environment, particularly transition to Year 1.</p> <p>Taking others' feelings into account when making decisions.</p> <p>Solving friendship problems with little or no adult support, using know strategies.</p> <p>Showing resilience and perseverance in the face of challenge.</p> <p>Identifying and moderating feelings and thinking about the perspectives of others.</p> <p>Using personal hygiene skills independently.</p> <p>Demonstrating physical skills and self-confidence at sports day.</p>
<b>Physical Development (PD)</b>	<p>Getting changed for PE with increasing independence.</p> <p>Developing body strength, co-ordination, balance and agility.</p> <p>Using core muscle strength effectively to sit with good posture at a table or on the floor.</p> <p>Using a range of large and small apparatus outdoors and indoors.</p> <p>Developing athletic team skills, jumping, throwing, racquet and ball skills.</p> <p>Developing small motor skills in order to use a range of tools, e.g.: pencils, paint brushes, scissors, cutlery.</p>
<b>Literacy (L)</b>	<p>Reading words containing set 1 and 2 diagraphs confidently and independently.</p> <p>Reading carefully chosen books which use known letter-sound correspondence.</p> <p>Re-reading books to develop confidence, independence and fluency.</p> <p>Developing a bank of 'red' words which can be sight read.</p> <p>Developing fluency and expression when reading.</p> <p>Answering questions about stories they have been read and the stories they are able to independently read.</p> <p>Asking questions about stories to check understanding and find out extra information.</p> <p>Developing an understanding of how non-fiction texts can be used to find out new information.</p> <p>Form lowercase and capital letters clearly and correctly.</p> <p>Writing sentences using known letter-sound correspondence.</p> <p>Applying knowledge of 'red' word spellings in independent writing.</p> <p>Developing understanding of how writing can be used to share facts and information.</p> <p>Re-reading what they have written to check it makes sense.</p>

<b>Mathematics (M)</b>	Counting within and beyond 20. Linking numeral and cardinal value within and beyond 20. Comparing amounts within and beyond 20. Recalling number bonds 0-10. Learning odd and even number to 10. Using and applying knowledge of pattern in different contexts. Using and applying knowledge of 2D and 3D shape properties. Measuring length, mass and capacity.
<b>Understanding of the World (UoW)</b>	Science: Plants- exploring plants in the local environment. Geography: Study of the Arctic. History: Explorers- Captain Scott, Neil Armstrong, Amelia Edwards. RE: What can we learn from stories? (Christianity, Islam & Hinduism) Outdoor Learning: Nature/On the farm.
<b>Expressive Arts and Design (EAD)</b>	ART: Examining famous explorers over history and considering what they experienced. Recreating moments of history and documenting them using a range of media and technology. DT: Mechanical systems- Design and make a robot. Music: keyboards.
<b>French</b>	French: family, name phrases, farm animals and sounds.
<b>Life Skills</b>	The Environment: a healthy, balanced lifestyle.
<b>Computing</b>	Beebots- programming instructions. Addition of beebot maps and more complex instructions. Using technology to create pictures.

Below are the topics we will be studying in **Year 1** during the Spring Term:

<b>English</b>	Developing 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. Writing letters. Instruction writing. Storytelling and story writing.
<b>Maths</b>	Learning 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.
<b>Science</b>	Plants- growing sunflowers: what do they need to grow? Looking at the basic parts of plants: what do they need to grow healthily. Identifying and naming a variety of common flowering plants, including trees. Planning seeds and observing plants growing.
<b>History</b>	Explorers- Christopher Columbus, Captain Scott, Neil Armstrong, Amelia Edwards.
<b>Geography</b>	Study of the Arctic (climate, animals, similarities and differences to UK)
<b>Art/DT</b>	ART- Extreme Explorers: examine famous explorers over history and consider what they experienced. Set sail in our lessons to discover new worlds. Recreate moments of history and document them using a range of media and technology. DT – Extreme Explorers- Mechanisms- Design and make a robot.
<b>Religious Education</b>	What can we learn from stories? (Christianity, Islam & Hinduism) What makes places special (Christianity, Islam & Hinduism)
<b>Music</b>	Key boards.
<b>PE</b>	Athletic skills. Racket and ball skills.
<b>Outdoor Education</b>	Nature/On the farm.
<b>French</b>	Numbers 1-10, greeting, farewells, name phrases, family members, colours and shapes.

<b>Life Skills</b>	The environment: a healthy, balanced lifestyle.
<b>Computing</b>	Coding and computational thinking. Lego builders begin to think logically about scenarios. Introduction to the term 'algorithm'. This concept is at the core of coding. Data Handling- Pictograms: What is a pictogram? How can it be used to present and interpret data?

## 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.

Most children in FS2/Year 1 take home a 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.

## Specialist Teachers

We are fortunate enough to have many specialist teachers across the school. This year, the children will have Music, Drama and Dance on a Thursday morning. These sessions are taught by Mr Morley, Carrie and Claire. PE lessons are on Monday afternoons. Mrs Lockhart and Mrs Hean teach the children Art.

**Outdoor Education:** This will take place on alternate Friday afternoons. Please could you ensure that your child has the following items in a separate, named bag: **wellies or outdoor shoes (weather dependent) a warm, waterproof coat, gloves and a hat**, 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

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.

On Thursdays, children come to school wearing their PE kits. This is to support their learning in performing arts and outdoor education.

## 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.

## Parent Helpers

We would love to have parent volunteers to assist in the classroom, particularly with reading. If you think you could be of any help or have any information or resources that might support the children's learning this term, please let us know.

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,  
Mr Gutierrez  
FS2/Y1 Team Leader

Miss Dorey  
Class Teacher

Miss McKehon  
Class Teacher