



# Tregolls Academy and Nursery

Head of School: Mr L Rees

Monday 15<sup>th</sup> April 2024

## Reception Summer Term Curriculum Letter

Dear Parents/Carers,

Welcome back to school. This letter includes important information and details about your child's learning this term.

### Our Team

Here is a reminder of our fabulous EYFS team:

- **Miss Beale** – Gannel (Reception) Class Teacher, EYFS and KS1 lead
- **Mrs Davidson** – HLTA and Gannel class teacher on Tuesday
- **Sarah** –Teaching Assistant
- **Cleo** – SEN 1:1
- **Kelly** – SEN 1:1
- **Mrs T** – SEN support
- **Miss Martin** – SEN Support

### Attendance

It is vitally important that your reception age child is in school and on time every day to ensure they are able to make the most of their learning opportunities. Please ensure children are in school **by 8:40am** each day; Reception enter through the double doors in the EYFS playground at 8.35 and **these doors close at 8.40, your child will be marked as late if they arrive after this time.** Children will be dismissed from this door **at 3:10pm** each day.

From time to time, there may be exceptional circumstances when your child is too poorly to attend school. If this is the case, please inform the school office by 9am each day of absence.

### Essentials

- Please do not bring a water bottle, we will have school ones that we wash daily.
- **A sun hat.**
- **Suncream – must be applied in the morning. Children will apply their own at lunch time (They will be supervised but please teach them how to do this!)**
- A pair of named welly boots will be needed in school EVERY day.
- A waterproof coat should rain be predicted
- Waterproof/puddle suit
- A school book bag with reading books and reading record
- Please do not bring any toys to school, it can be upsetting for children when they get lost

T: 01872 274020

E: [hello@tregolls.org.uk](mailto:hello@tregolls.org.uk)

W: [www.tregolls.org.uk](http://www.tregolls.org.uk)

Tregolls Academy, Chellew Road, Truro, Cornwall TR1 1LH

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Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell, Cornwall PL25 4FD





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## **School Uniform**

A polite reminder that reception age children must be in full school uniform. More information about what this includes can be found on our website. If you are finding it difficult to provide correct school uniform for your child, please contact myself or the office and we will be happy to help.

## **PE and Staying Active**

Reception PE will take place on a **Friday**. Children need to wear their Tregolls PE kit to school.

## **Curriculum**

We follow the Early Years Statutory Framework. Our initial focus is the three prime areas.

- Personal, Social and Emotional Development (PSED)
- Communication and language (C&L)
- Physical Development (PD)

There are then the 4 specific areas of learning in Early Years;

- Literacy,
- Maths,
- Understanding the World
- Expressive Art and Design.

In Summer 1 our topic is '**What's at the bottom of my garden?**' and our Summer 2 topic is '**Seaside**'. We have lots of exciting experiences and learning opportunities planned for your children. Please keep an eye on Tapestry for these. Our playground is finally coming together, thank you for bearing with us. We would welcome any donations of compost, pots, seeds, bulbs, plants, bamboo, etc to aid our topic learning and make the playground come to life.

## **Home Learning**

Compulsory Home Learning for EYFS children is:

- Daily reading for at least 5 minutes a day.
- Red word practice

## **Parent/Carer Communication**

General school information will be shared in our school Newsletter and any important information will be sent via email from the school office and added to Tapestry.

As you will be aware, we operate an open door policy at Tregolls. Please do not hesitate to catch me at the end of the day if you have any questions or concerns. You can also make contact in writing by emailing [hello@tregolls.org.uk](mailto:hello@tregolls.org.uk)  
Thank you for your support.

Kind regards,

**Miss Beale**

EYFS and KS1 Lead

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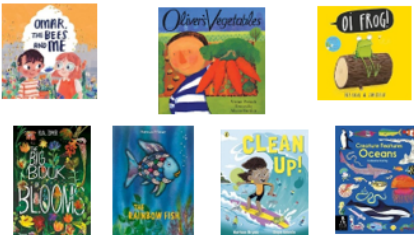
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<p><u>Personal, Social and Emotional Development</u></p> <p><u>Relationships</u> Understanding emotions and how to cope with them</p> <p><u>Changing Me</u> Learning about the body and transitions to Year 1</p>	<p><u>Communication and Language</u></p> <p>We will learn what shop keepers do and practice using the phone in our role play to speak with customers.</p> <p>Ask and answer questions to find out more information and continue conversations. Listen, join in and respond to stories, rhymes and songs. Build up a larger range of songs and rhymes to sing/say from recall. Begin to make up our own and rehearse with others.</p>	<p><u>Physical Development</u></p> <p>We will practice holding a pencil correctly and continue daily fine motor activities to develop our fine motor grip. We will practice and refine our scissor skills.</p> <p>We have access daily to outside where we can use the large equipment to build strength in our upper bodies ready to support our writing development.</p> <p>We will also take part in weekly PE session where we will be learning ball skills.</p>
<p><u>Literacy</u></p> <p>We will be following Read, Write, Inc phonics program. By the end of Spring term we will have learnt and practiced the following skills: We will learn our Set 2 sounds, letter formation, finger spaces, full stops. Continue to read and write captions and develop into short simple sentences for a range of purposes. Learn more HFWs We will use our Drawing Club sessions to help us learn and practice these skills: Writing for a purpose in role play using phonetically plausible attempts at sentences, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p><u>Reception Summer 2024</u></p>  <p><u>Summer 1 Topic:</u> <u>What's at the bottom of my garden?</u> A look at animals and plants</p> <p><u>Summer 2 Topic:</u> <u>Seaside</u> A look at the local area</p>	<p><u>Maths</u></p> <p>We will have daily maths sessions. By the end of the Summer term we will have reached the following objectives</p> <ul style="list-style-type: none"><li>Have a deep understanding of number to 10, including the composition of each number.</li><li>Subitise (recognise quantities without counting) up to 5.</li><li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li><li>Verbally count beyond 20, recognising the pattern of the counting system.</li><li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li></ul> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><u>Understanding the World</u></p> <p>Bug and plant study at home and on school field.</p> <p>Make observational drawings.</p> <p>How do we look after our environment.</p> <p>Life cycle of plants, animals and caterpillars What is at the bottoms of someone's garden in other countries.</p> <p>Use books such as Handa's surprise to illustrate difference in animals and plants.</p> <p>Noticing changes to our local area in the Summer. Looking at places of interest in Cornwall</p>	<p><u>Our class Books</u></p> 	<p><u>Expressive Art and Design</u></p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures</p> <p>Paint imaginative designs with salt experimenting with colour and texture.</p> <p>Use small world and puppets to act own narratives</p> <p>Singing and performing- continue to build a repertoire of songs Explore and engage in music making and dance, performing solo or in groups.</p> <p>Make sandwiches for a school trip to the beach.</p>
<p><u>Visitor in:</u> Lifeguard visit</p>	<p><u>Visit out:</u> Woodland walk Beach School</p>	
<p><u>Learning opportunities at home:</u></p> <ul style="list-style-type: none"><li>Correct letter formation.</li><li>Daily reading and book discussion</li><li>Singing to nursery rhymes and making up your own</li><li>Noticing changes in the season, bringing in items of interest for us to discuss and share.</li><li>Practising the sounds we learn in school, finding them in books, signs, notices etc</li></ul>		

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