



The Oakridge Schools Federation  
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## **Year R – Traditional Tales/Animal Safari**

This term, our themes are Traditional Tales and Animal Safari. We will be sharing in-depth the stories of The Gingerbread Man, Jack and the Beanstalk, The Enormous Turnip and Goldilocks and The Three Bears with Traditional Tales and Handas Surprise, Lost and Found, and Somebody Swallowed Stanley during the second part of the term. We would also like to read as many other traditional tales as possible; if you have any particular favourites at home, send them to school for us to share. Please remember to write your child's name on the front of the book so that we know who it belongs to!

During the second half of the term, we will focus on David Attenborough and Steve Backshall, who have taught us significantly about our planet and the impact humans have had on it. We will also explore different environments and the animals that live there.

## **Personal, Social and Emotional Development**

We will think about relationships and our changing selves during our Jigsaw lessons. We will also explore our likes and dislikes, share our home lives, identify some of the jobs we do in our family, and explore how we feel like we belong. We will think of ways to solve problems and understand the impact of unkind words. We will look at how to use 'Calm Me' time to manage our feelings and emotions. After half term, we will be focusing on our bodies and how they have changed; it would be great if you could upload a picture of your child as a baby and a toddler to Tapestry so we can use them in our discussions in class. As we near the end of the summer term, we will focus on transition and school changes. This will give plenty of opportunity to discuss the exciting move to Year 1 and the similarities and differences between Reception and Year 1. There will be time to talk about how we feel about moving on, what we are looking forward to, and a move-up afternoon to visit our new classes.

## **Physical Development**

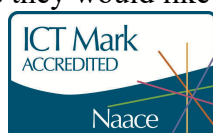
During our Premier Sports lessons, we will start a unit of work on athletics, learning how to play various games to develop our skills and control. We will also learn new skills to prepare for Sports Day, 19th July 2023. Finger gym activities will continue in the classroom to help build strength and dexterity to support pencil control and writing.

## **Helping at home**

Please encourage your child to be independent when dressing and undressing. Encourage them to use their knives to cut their food during mealtimes and make some dinners together. Post their achievements on Tapestry, for example, if they do up their buttons or tie their shoelaces on their own. Please keep these observations coming; we love sharing them together.

## **Communication and Language**

We will retell our focus stories from memory to link in with our theme of Traditional Tales. This will use the narrative skills we have been learning throughout the year. The children will also think about the characters in the story and what questions they would like to ask them if they met them.





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During the second half of the term, we will continue to retell different stories and discuss who is in them, where they took place, and what happened.

### **Helping at home**

Use the narrative questions to support your child's understanding of the story. Who are the characters in the story? Where is the story set? Where do the characters go in the story? What has happened in the story? Focus on what happened at the beginning, the middle, and the end of the story.

### **Literacy**

We will continue with our daily phonics lessons to support reading and writing development. We will also continue with our reading sessions three times a week. We will also use pictures from our focus stories and our knowledge of the story to develop our inference skills. We will focus on the title and blurb before reading, and in writing lessons, we will retell stories, write letters, lists, postcards, fact files, and speech bubbles, and create our own versions of well-known stories.

We will be focusing on non-fiction books, looking at content pages, indexes, and glossaries, and learning how to use these to find information.

### **Helping at home**

Continue to listen to your child read the books they bring home, which are also shared on the Collins Ebook platform, and share library books in their book bags. Please encourage them to predict how the story will end before reading it.

To help develop your child's imagination, try making your own stories at home or changing some of the characters in the stories you know well. You can also visit your local library and look at non-fiction books related to your child's interests.

### **Maths**

In maths, the children will start exploring the ideas of grouping and sharing, leading to multiplication and division later in Key Stage One. We will do this by looking at ways they can share gingerbread men onto baking trays and between friends. This story also provides us with the opportunity to explore simple data handling. For example, which part of the Gingerbread man would you eat first? We will focus on the children's problem-solving and investigational skills, using their knowledge of numbers to help them. We continue to develop our understanding of doubling, halving, sharing, and knowing that our number bonds to 10. We will look at 2D Shapes, focusing on rotating, manipulating and exploring shape arrangements.

### **Helping at home**

Use a simple recipe to bake some things together. Look for the numbers in the recipe and weigh the ingredients together. Talk about the numbers you spot in your environment. Are they odd or





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even? Continue to count objects together and match the sets to numerals. Look for numerals in the environment and talk about the number. Ask your child if they can tell you the number, which is one more or one less. Use positional language as you are out and about to describe what you are doing - hide and seek is also a good way to talk about positional language - you were under the table.

### **Understanding the world**

Through our focus stories and shared read sessions, we can explore the notion of similarities, differences and changes. We will explore historical similarities and differences to compare changes to homes, technology and the changes in farming and farm machinery. The children will have the opportunity to decorate gingerbread men. We will look closely at and discuss the look, feel, smell and taste of a gingerbread man and use this to create a word bank. The children will consider the human impact on the world, sea pollution, and declining rainforests.

In Forest School, the children will learn and build on skills; they will build bridges to help the gingerbread man cross the river, build shelters, identify and explore living and non-living objects, use tools such as saws and drills, use fire to cook, and plant.

### **Expressive arts and design**

The children will continue their knowledge of colour mixing and colour matching. They will use this knowledge to create their landscapes based on settings they have observed in traditional tales such as The Enormous Turnip and Jack and the Beanstalk. We will be learning about texture and using adjectives to describe what materials feel like. We will use what we know about texture when describing how certain book characters might feel, e.g., the fox from The Gingerbread Man.

In the second half of the summer term, we will be looking at patterns in nature and exploring animal patterns and symmetry in butterflies. The children will use some simple sculptural techniques, such as clay, to make mini beasts and paper mache to create sea creatures and paint the sounds of the sea. We will also continue to explore different joining techniques, work together to make collaborative art and create story settings using various media.

Our role-play areas will change over the half term to allow the children time to act out stories and use their imaginations to recreate them. Each class will have a Gingerbread Bakery, a castle, and a farm shop.

As always, thank you for all your support. If you have any questions, please do come and speak to your child's teacher.

