



Singleton Church of England Primary School

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Head teacher: Mrs. Amanda Clayton

Dear Parents and Carers,

Hello, welcome back and I hope you all managed to find an opportunity to enjoy the lovely weather which we were blessed with during the Easter break.

As you will have probably realised, this is your child's final term in Foundation. I can't believe how the time has flown and I am hoping so much that we will be able to share this last term together as a class with no further interruptions.

As always, we have a fun and action packed half-term ahead where your child will be able to explore their own interests in addition to learning about minibeasts, springtime and growing and toys.

We continue to work in partnership with you as parents or carers to ensure your child receives the best opportunities to enable them to reach their full potential. Therefore, please continue to support your child at home, especially with their phonics and reading on a daily basis. I have previously provided many of the essential phonics resources as a printed pack in your child's school bag and through Dojo and Microsoft Teams, however, if you require duplicate copies then please do not hesitate to contact me. I also provide a daily update on Dojo with the sounds we have been looking at within a particular day/week. With regards to daily reading, please let us know how your child is progressing at home by completing their homework diary. Book change day continues to be on a Tuesday.

At the end of the Summer Term in July I will be asked to make judgements on your child's progress. At the end of Foundation, children are expected to reach the Early Learning Goals which I shared with you during our virtual Foundation Stage parent's meeting. I have attached these to the end of each section to give you an idea of where we are aiming for by the end of this academic year.

LITERACY

Phonics

This term we will begin by revising Phase 3 phonemes (sounds) to ensure these are automatic in their recognition. We will be learning how to use and apply spellings containing these 'sounds' and will continue to read labels/captions, play phonics games and have a go at writing some dictated sentences. We will then continue with the work we started on Phase 4 phonics. By the time the children begin to learn Phase 4 phonics they should be comfortable with the recognition and use of each phoneme from Phase 2 and Phase 3. From here on, the teaching of phonics will be about consolidating and improving your child's knowledge as there are no new 'sounds' to learn in this phase. Phase 4 is about blending to work out the sound of new words.

Reading

As previously stated, please continue to hear your child read every day. When your child receives a new book chat to them about the front cover and the title. Ask them to predict what they think the book might be about. What do they think might happen? By now your child should be able to read tricky words by sight (see tricky word mats which were sent home). Any unfamiliar words they should

attempt to read by segmenting and blending. Encourage your child to build up a vocabulary of familiar words which they can read on sight.

Your child will also continue to be exposed to a range of books within the classroom. Everyday we have storytime. During this time your child is encouraged to make predictions, listen attentively and retell the story as well as discussing any morals.

Early Learning Goals

Reading - Children read and understand simple sentences. They use phonic knowelwedge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.

Listening and Attention - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity

Understanding - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Writing

Please continue to help your child with their letter formation. There are resources on Dojo to help with this. Pre-cursive handwriting will help your child as they progress through school and move onto joined cursive handwriting. If letters are not being formed correctly this will make joining up more difficult. When working on phonics at home it is good practice to encourage your child to write words containing the focus 'sound' e.g. rain, stain, draw

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

NUMERACY

Numeracy learning continues to be something which can be easily supported at home. Counting objects, recognising numbers on buses, in books etc... Recognising shapes in everyday life such as circular breakfast bowls, rectangular boxes of chocolates etc...

Early Learning Goal – Mathematics

Number - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

We continue to use our outdoor areas to promote a love of learning by making activities fun and practical. We often use our outdoor number lines and chalkboard for maths and literacy activities and our beautiful woodland means that we can look for mini beasts and complete treasure hunts using natures wonderful gifts to help us enhance your children's learning opportunities. We will continue to address 'Cultural Capitol' aspects by engaging with parents/carers and other professionals who can impart their experience and link to appropriate areas of the curriculum such as our STEM Week where Mr Marshall an engineer shared his knowledge with our class.

Early Learning Goals

People and communities - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EXPRESSIVE ARTS

In music, we are continuing to use Lancashire's Charanga resource to help us listen to a range of quality music and provide us with fun music games.

Our children have access to art type activities everyday in by using our creative area. There is a wide range of adult led and free activities where the children can explore their imaginations, whilst accessing their own resources.

Early Learning Goals

Exploring and using media and materials - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

PHYSICAL DEVELOPMENT

In PE we will again continue to use the new LCC scheme of work. This half term we will be using the theme of mini beasts to help develop our fundamental movement skills. PE day is still on a Wednesday. Please continue to send your child into school with their PE kit so they can practice getting changed independently.

We are continuing to develop our outdoor area. We have recently aquired some tyres which the children love playing with, they use these in a manner of different ways, using wooden boards to

balance on and rolling these around in imaginative play. All of this helps to develop gross motor control and coordination.

Early Learning Goals

Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This half term our PSED (Personal, Social and Emotional Development) focus will be on 'Being our Best'. We will be discussing growth mindset, bouncing back when things go wrong, healthy eating, moving your body and getting a good night's sleep.

As part of our 'Continuous Provision' our role play area continues to play an integral part of developing PSED and Communication and Language skills.

Playtimes are also a crucial part of developing your child's PSED. It provides us with fabulous opportunities to watch your child interact with others.

Early Learning Goal – Personal, Social and Emotional Development

Self-confidence and self-awareness - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Once again, I'd like to take this opportunity to thank you all for being a brilliant group of parents who have taken the difficulties of this very strange year and start to your child's life at school in your stride. I really wish that you could have all taken part in the many opportunities usually offered to parents throughout the school year, it would have been great to have you in school and to get to know you all properly, but unfortunately there have been so many restrictions which have made this impossible.

If there is anything I can do to help you further in your child's learning journey, then please don't hesitate to contact me.

Kind regards,

Mrs Rund