



Term: Summer 1 2025  
Year Group: Reception

## Information for Parents

***“Dear young people, Jesus is counting on you to be his friends and witnesses to his infinite love.”  
Pope Francis***

Dear parents and carers,

Welcome back to the first half of the Summer term at Sacred Heart R.C Primary School, Battersea. We hope that you had an enjoyable and restful Easter break with your family and loved ones. The holiday period was of course tinged with great sadness however, with the passing of our Holy Father, Pope Francis.

On the first day of term, we came together as a school to pray and to celebrate the life and achievements of his holiness. We will as a school community, ensure that we continue his work in all we do, caring for the less fortunate and for our planet- a mission that is particularly significant in this, the ‘Pilgrims of Hope’ Jubilee Year. As Pope Francis himself said, ***“Hear the cry of the earth and cry of the poor. We are a single family living in a common home.”***



We remember Pope Francis in our prayers.

*Eternal rest grant unto him, O Lord,  
and let perpetual light shine upon him.  
May he rest in peace.  
**Amen***

The Wednesday Word for Wednesday 30<sup>th</sup> April is **‘Witness’**. It states, (in reference to the **Gospel of Sunday 4<sup>th</sup> May 2025-John 21:1-19**):

*“Peter had denied knowing Jesus three times before the crucifixion. But now Jesus gives Peter the chance to say he loves him three times-preparing Peter to lead the Church. From this point onwards, St Peter’s life witnessed to the truth about Jesus. **Ask your child what the word ‘witness’ means to them. Who has recently brought the message of Jesus to your child? Who does your child know to be a great witness for Jesus?**”*

*St Peter gave witness to what Jesus did and who Jesus really was. Because of his witness, many people came to know and follow Jesus. Through our words, actions and through the power of the Holy Spirit, we too can be God’s witnesses, through living our lives the way Jesus shows us. Choose a special way to be Jesus’ witnesses-sharing and showing God’s love to everyone you meet in this coming week.”*

As we journey through the Easter period (culminating with the feast of Pentecost), we continue to reflect upon what we can all do to **guide** our children to live out Jesus’ teachings and be his witnesses. By encouraging our children to embrace their gifts and talents, make the right choices, be the peacemakers and treat others with love, patience and kindness, we are guiding them to stay close to Jesus.

This guidance is supported by our **Sacred Heart Ethos**, which has been drawn from our Federation Mission Statement (**The parable of the Mustard Seed, Matthew 13:31**), Gospel values, Catholic Social Teaching (CST) principles and learning behaviours.

Our **Sacred Heart Ethos** has been structured using the **SACRED** acronym:

**S:** *Service*

**A:** *Affection and Appreciation*

**C:** *Consideration and Co-operation*

**R:** *Reflection and Reconciliation*

**E:** *Endeavour and Enjoyment*

**D:** *Dignity*



# **Teaching and Learning in the Reception Classes**

## **Summer Term 1, 2025**

### **EYFS - The Prime Areas of Learning**

#### **Personal, Social & Emotional Development**

I will be sharing my holiday news, thoughts, and ideas with others. I will show an understanding of my own feelings and those of others, and I will begin to regulate my behaviour accordingly. I will set and work towards simple goals, being able to wait for what I want. I will show sensitivity to my own and to others' needs. I will give focussed attention to what the teacher says, responding appropriately even when engaged in an activity. I will show an ability to follow instructions involving several ideas or actions. I will continue to form positive attachments to adults and friendships with peers.



#### **Language and Communication**

I will listen carefully and I will respond to what I hear with questions, comments and actions. I will listen to stories, beginning to anticipate key events. I will be able to express my ideas and feelings. I will be able to participate in small group, class and one to one discussions, offering my own ideas. I will be able to use recently introduced vocabulary.



#### **Physical Development**

Focusing on the basic fundamentals, Agility, Balance and Co-ordination i.e. hopping, jumping and moving at speed. Ball skills will be introduced using various methods such as; individual control, sending & receiving with hands and target throwing. Children will be introduced to tennis skills by Wimbledon Tennis coaches. They will be trying forehand and backhand and they will be developing their hand eye co-ordination.

#### **Religious Education**

I will understand that holidays are special times in the life of the family, and I will learn that Pentecost is a special holy day for all Christians when Jesus' promise came true. I will learn that at Pentecost the Holy Spirit gave the apostles the courage to go out and tell everyone the Good News of Jesus. I will learn about how to be a good friend and how we can build bridges towards one another when things go wrong with our friendships. I will learn about the Sacrament of Reconciliation.

# EYFS - The Specific Areas of Learning

## Literacy

**Reading-** I will be using non-fiction books to find information about animals, mini-beasts and life cycles. I will begin to talk about the differences between different animal habitats, communicating my ideas with my friends. I will use pictures to sequence the life cycle of butterflies and frogs, and I will identify and begin to match animals to their young. I will begin to anticipate key events in stories.

**Phonics-** I will be moving onto Phase 4 in the Little Wandle Letters and Sounds Revised programme.

**Writing-** I will learn about the uses of a speech bubble, a thought bubble and postcard and I will begin to write captions and the names of minibeasts. I will learn to form my letters correctly and sound out words for myself in order to write sentences, sometimes using punctuation. I will begin to understand and to use recently introduced vocabulary in my writing.



## Mathematics

I will be looking at counting and numbers that come after 10 starting to see a pattern in our numbers.

I will learn about adding and subtracting with numbers within 20 using practical and written methods. I will use 10s frames and the part whole model to help me with my addition and subtraction.

I will learn how to match, rotate and manipulate various shapes to get a desired result. I will use jigsaw puzzles to help me with my understanding of spatial awareness and reasoning. I will use various shapes to construct and deconstruct objects so that I can see that a shape has other shapes within it. For example, the shape of a rocket could be made from a rectangle, triangles and circles.

## Understanding the World

I will learn about spiders, butterflies, frogs and other animals, their life cycle, behaviours and habitats. I will learn where I can find out the information. I will use the school environment to find out about tadpoles and insects and I will learn how to care for tadpoles and observe how they change into frogs. I will closely observe and discuss the life cycle of a butterfly. I will learn about different countries, continents and habitats and the animals that live in them. I will compare and contrast some of these habitats and will start to compare them to my home.



## Expressive Arts and Design

I will be making spiders and spider webs and other mini beasts to display in our classroom. I will be singing songs about animals and creating the life cycle of a butterfly through music and movement. I will be making butterfly prints and other symmetrical patterns. I will begin to express my feelings in response to music.

Please ensure you arrive for school on time and that your child wears the correct Foundation Stage uniform, and remember to label everything to avoid confusion. Make sure your child does not wear any jewellery or fancy hair bands to school.

Your child will need to bring their school bag everyday with their name written on the label. You may find it useful to attach **ONE** small, sensible key ring to your child's bag that will help them to identify it quickly.

Reading books (Phonics) are sent home on a Thursday and must be returned to school on the following Monday. Reading for fun books are sent home every Friday. Please help your child to complete the weekly Maths activity and Literacy/spellings we send home to support their understanding of Phonics and Maths.

***Your child's teachers  
are always here to  
help so if you have  
any questions please  
do come and see us***







<b>Week Beginning</b>	<b>Literacy</b>	<b>Maths</b>	<b>Other RE</b>
<b>Week 1</b> <b>21/4/25</b>	Text: Aaaarrgghh Spider!! Learning spider facts. Minibeasts. Writing a thought bubble.	Building numbers beyond 10 Count beyond 10.	Good News Holiday News
<b>Week 2</b> <b>28/4/25</b>	Text: The Crunching Munching Caterpillar and Non-Fiction minibeast books. Recounting the story in order and writing simple sentences that can be read by others.	Counting patterns beyond 10 Count beyond 10.	Good News Passing on the Good News of Jesus
<b>Week 3</b> <b>5/5/25</b>  <b>Bank holiday</b> <b>Monday 5<sup>th</sup> May</b>	Text: Non-Fiction Writing simple sentences about the lifecycle of a butterfly,	Spatial reasoning: Match, rotate, manipulate Select, rate and manipulate shapes in order to develop spatial reasoning skills.	Good News The joy and happiness the good news of Jesus brings
<b>Week 4</b> <b>12/5/25</b>	The Bad-Tempered Ladybird Recounting the story in their own words and writing an ending.	Adding More Explore the composition of numbers to 10 Automatically recall number bonds to 10.	Friends Making friends and being a friend
<b>Week 5</b> <b>19/5/25</b>  <b>Half term 26-30 May</b>	What the Ladybird Heard. Writing simple sentences and reading back what they have written.  Labelling the parts of a ladybird.	Taking Away Explore the composition of numbers to 10 Automatically recall number bonds to 10.	Friends Making friends and being a friend

You will notice some slight changes to the homework below. We will be moving onto learning spellings which will be tested every Tuesday. They will come home with your child on a Tuesday (instead of their normal Literacy homework) and be tested the following Tuesday. Your child will have a week to learn their spellings 😊

<b>Homework in/out</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>What?</b>		Maths in		Maths out
<b>What?</b>	Literacy in - children will be tested on the spellings which were sent home.	Literacy out - new spellings sent home to learn.		
<b>What?</b>	Phonics book to be brought back to school.		Phonics book to be handed out	
<b>What?</b>				'Reading for Fun' books to be changed

Below is a copy of how we mark the children's work. The children are becoming familiar with the symbols and what they mean. We would encourage you to use this at home also.

	<b>Finger spaces</b>
A	<b>Capital letters</b>
<u>at</u>	<b>Writing on the line</b>
?	<b>Have you written it? (Independently) Does it make sense?</b>
●	<b>Full stop</b>
	<b>Using your phonics</b>
@	<b>Correct letter formation</b>

PE is an essential part of the curriculum and takes place with our specialist teachers.

Any absences from PE need to be explained in a letter.

**Please remember to remove your child's earrings on a Tuesday evening.**

Children can begin to wear their Summer uniform when the weather is appropriate (Boys - grey shorts, Velcro trainers and white polo shirts. Girls – blue and white gingham summer dresses and Velcro trainers).

Kind regards,  
Mrs Williams and Mrs Newman