

My Communication	My Body	My Independence
<p>Communication and Comprehension</p> <p>Amazing Records: Over the next few weeks, in English will be learning about information texts through the exciting topic of Amazing Records and Achievements. This unit helps develop listening, reading, vocabulary, and early writing skills.</p> <p>What your child will be learning:</p> <ol style="list-style-type: none"> Listen to and understand information texts Pupils will listen to simple non-fiction texts about amazing records (for example, the fastest animal or the tallest building). Identify key features of non-fiction texts They will learn that information texts are different from stories and often include: <ul style="list-style-type: none"> • Titles • Pictures or photos • Facts • Simple headings Use and understand new vocabulary Pupils will learn and practise words linked to records and achievements, such as: <i>record, fastest, tallest, oldest, biggest, achievement</i> Read simple information sentences They will read short factual sentences and answer basic questions, such as: <ul style="list-style-type: none"> • What is the record? • Who or what holds the record? 	<p>Physical Education: Tennis/Short tennis</p> <p>In PE, pupils are learning Tennis and Short Tennis. They are developing key skills such as hand-eye coordination, control, and accurate hitting using a racket and ball. Pupils practise basic shots, simple rallies, and learn to play small, adapted games, focusing on teamwork, fair play, and enjoyment of physical activity.</p> <p>How you can support learning at home</p> <ul style="list-style-type: none"> • Encourage your child to practise throwing, catching, or bouncing a ball to build coordination. • Play simple games using a soft ball and bat or racket in a safe space. • Watch tennis matches or short-tennis clips together and talk about the skills you notice. • Praise effort, resilience, and good sportsmanship rather than winning. • Encourage regular physical activity and confidence in trying new skills. 	<p>Skills for Life: Enterprise</p> <p>In Enterprise, pupils are working together on a summer enterprise project. They will generate and share ideas, agree on a product, and understand how any money raised will be used. Pupils will design and make a product collaboratively, calculate simple costs, set a selling price, and learn how to advertise and sell their product. Once these skills are developed, later lessons will focus on revisiting any gaps, applying skills in new contexts, and building greater independence and confidence.</p> <p>How you can support learning at home</p> <ul style="list-style-type: none"> • Talk with your child about business ideas, such as products people might buy at a summer event. • Encourage them to think about costs and prices when shopping (e.g. “How much do you think this cost to make?”). • Let your child help with planning, budgeting, or counting money during everyday activities. • Discuss how adverts persuade people to buy things and what makes an advert effective. • Praise teamwork, problem-solving, and creativity, even when ideas change or challenges arise.

5. Create a simple information text

Pupils will write a short fact sentence or a simple information text about an amazing record, using pictures and labels where appropriate

How you can help at home

You can support your child's learning in simple and enjoyable ways:

Talk about records

- Talk together about records your child finds interesting (animals, sports, people, or nature).
- Ask questions like:
“What makes it special?” or “Why is it a record?”

Read non-fiction books together

- Read simple information books from home or the library.
- Look at the **pictures and facts** together and talk about what you notice.

Practise new vocabulary

- Use record words in everyday conversations, such as *fastest* or *biggest*.
- Encourage your child to explain what the word means in their own words.

Ask and answer questions

- After reading a fact, ask your child a simple question about it.
- Encourage full sentence answers where possible.

<p>Create a mini information text</p> <ul style="list-style-type: none"> • Help your child draw a picture of an amazing record. • Write one simple sentence together (e.g. <i>“The cheetah is the fastest animal.”</i>) • Let your child tell you the sentence first before you write it. <p>Thank you for your continued support at home. Working together helps pupils grow in confidence and enjoyment of reading and writing.</p>		
<p style="text-align: center;">My Community</p> <p>Religious Education Buddhist Beliefs</p> <p>In RE this half term, we are exploring Buddhist beliefs. We will be learning about how Buddhists try to live good and kind lives by showing compassion, being mindful, and making positive choices. Pupils will learn simple ideas such as kindness to others, calm behaviour, and respect for all living things.</p> <p>How you can help at home</p> <ul style="list-style-type: none"> • Talk with your child about being kind and caring to others. • Encourage moments of quiet time or mindfulness, such as calm breathing or sitting quietly for a short moment. • Read stories together that include themes of kindness, sharing, and helping others. 	<p style="text-align: center;">My Cognition</p> <p>Maths Multiplication and Division</p> <p>In Maths, we will be developing our multiplication and division skills. We will be learning to recognise factor pairs and use commutativity, recall 3, 4 and 8 times-table facts, and calculate multiplication and division calculations using both mental strategies and formal written methods, including $U \times U$ and $TU \times U$.</p> <p>How you can help at home</p> <ul style="list-style-type: none"> • Practise 3, 4 and 8 times tables regularly through quick quizzes, songs, or online games. • Ask your child to explain different ways to make a number using factor pairs (for example, $12 = 3 \times 4$ and 4×3). • Encourage your child to use mental maths for everyday problems, such as sharing items or counting groups. 	<p style="text-align: center;">My Creativity</p> <p>Music: Music and Movement 90s R&B</p> <p>In Music and Movement, pupils are exploring 90s R&B through the unit <i>“Improvisation and Composition in Popular Styles”</i>. They are learning about groove, rhythm, and syncopation, and exploring vocal techniques such as layering and call-and-response. Pupils are also developing their listening and appraising skills, identifying musical elements and discussing how music creates mood and atmosphere across pop, R&B, and alternative styles. Through performance and movement, pupils use movement to express rhythm and mood, working collaboratively to create and perform music.</p> <p>How you can support learning at home</p> <ul style="list-style-type: none"> • Listen to a range of 90s R&B or pop music together and talk about the rhythm, beat, and mood.

- Ask your child to share what they have learned about how Buddhists try to live peacefully.

PSHE: Bereavement and Grieving

Over the coming weeks, pupils will be taking part in a PSHE learning unit focused on bereavement, grief, and the emotional impact of losing someone important. The aim of this learning is to help children develop an age-appropriate understanding of loss, recognise and talk about their feelings, and know how to seek support when needed.

This unit aligns closely with the PSHE Association's Health and Wellbeing learning outcomes, including:

- recognising and describing a range of emotions
- developing strategies to manage strong or changing feelings
- understanding change and loss, including bereavement
- and knowing when and how to seek help from trusted adults and appropriate services

Learning will be sensitive, inclusive, and child-centred, allowing pupils to share thoughts and questions at their own pace.

Cross-curricular links will be made with:

- English, through discussion, listening, and expressing feelings appropriately;
- Science, by exploring life cycles and understanding living and dying in simple biological terms;
- Citizenship, by learning about community support, charities, and services that help people during times of grief.

- Let your child practise written multiplication and division and talk through their methods out loud.
- Praise effort and confidence, even if mistakes are made – this helps build resilience in Maths.

Science: States of Matter

In Science, pupils are learning to compare and group materials based on whether they are solids, liquids or gases. They will explore how some materials change state when they are heated or cooled, and learn about the temperatures at which these changes happen, measured in degrees Celsius (°C). Pupils will also study the water cycle, identifying the roles of evaporation and condensation, and how temperature can affect the rate of evaporation.

How you can support learning at home

- Talk with your child about everyday materials and help them decide if they are solids, liquids or gases.
- Observe changes of state together, such as melting ice or steam from boiling water (with adult supervision).
- Discuss weather and the water cycle, noticing puddles drying on warm days compared to cooler days.
- Use everyday examples to talk about temperature, such as checking the weather forecast or reading a thermometer.
- Encourage your child to explain what they observe using scientific words like *evaporation*, *condensation*, *solid*, *liquid* and *gas*.

Computing : Simulation and self Image and self Identity

In Computing, we are learning about Simulations, Self Image and Identity as part of our digital skills and online safety education.

- Encourage your child to clap, tap, or move to the rhythm of music they enjoy.
- Talk about how music can make you feel calm, excited, or happy.
- Let your child perform a short rhythm, song, or movement piece for you and ask them to explain their ideas.
- Encourage confident participation and creativity rather than perfection.

Together, these links support the development of emotional resilience, self-awareness, empathy, and communication skills, helping pupils gain a realistic and respectful understanding of loss.

How you can support learning at home:

- Talk openly and calmly about feelings, reassuring children that emotions such as sadness, anger, or confusion are normal.
- Encourage children to ask questions and share thoughts, answering honestly in an age-appropriate way.
- Share stories, books, or memories that help explain loss and remembrance.
- Maintain routines where possible, as this helps children feel safe and secure.
- Let your child know who they can talk to if they feel worried, both at home and at school.

If you have any concerns or feel your child may need additional support, please do not hesitate to contact Me.

Simulation

Pupils will learn what a simulation is and why simulations are used. They will explore simulations by making choices, observing the results, and discussing how different choices lead to different outcomes. Pupils will also work through and evaluate a more complex simulation.

Self Image and Identity

Pupils will learn that people may behave differently online compared to in person, and that people may look different online than they do in real life. They will also learn where and how to get help if they see or experience something online that makes them feel uncomfortable or worried.

How you can support learning at home

- Talk with your child about online games or apps that simulate real life and discuss the choices they make and what happens as a result.
- Encourage open conversations about how people present themselves online and why this may not always reflect real life.
- Remind your child to tell a trusted adult if anything online makes them feel unsure or upset.
- Explore child-friendly websites and games together and model safe and respectful online behaviour.
- Reinforce the importance of being kind, honest, and thoughtful both online and offline.

Thank you for your continued support in helping pupils become confident and safe digital learners.

History: The Industrial Revolution

In History, pupils are learning about how Britain changed during the Industrial Revolution. They are exploring new farming methods, important inventions, and the growth of factories and cities. Pupils will also learn how these changes affected people's daily lives, including working conditions, child labour, and living in crowded industrial cities. This unit helps pupils understand important turning points in British history, including political change such as the Reform Act of 1832.

How you can support learning at home

- Talk with your child about how life today is different from life in the past (homes, jobs, transport, and technology).
- Look at pictures, books, or documentaries about the Industrial Revolution and discuss what you notice together.
- Encourage your child to ask questions about fairness, working conditions, and pupils' lives in the past.
- Visit a local museum or heritage site if possible, or explore virtual museum tours online.
- Ask your child to explain what they have learned so far – teaching someone else helps deepen understanding.