



Fritcham Church of England Primary Academy

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Diocese of Norwich  
Education and  
Academies Trust

17/4/23

Dear Parent/Carers,

Welcome back all, we are looking forward to another exciting and busy term, here is a brief outline of things to come:

We hope you have all had a wonderful Easter, albeit the weather was not brilliant!

### Literacy

#### Comprehension

The children will be demonstrating an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will continue to anticipate key events in stories and use the learned vocabulary in their role play scenarios, e.g., George and the Dragon story.

#### Word Reading

The children are continuing to say a sound for each letter in the alphabet and at least 10 digraphs, please continue to practice these sounds at home.

Please encourage your child to read regularly at home to improve their phonic knowledge by sound-blending. Please encourage your child to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

We will have a big focus on writing and forming letters correctly, by the end of the Reception year the ELG requirements are that **most** of the letters have to be correctly formed. Please ensure if letter formation mistakes are made, please take time to show how to correct this.

Please encourage your child to spell words by identifying sounds in them and representing the sounds with a letter or letters, perhaps help you write a shopping list!

We will continue to extend their writing from labels and captions to writing short sentences with words with known letter sound correspondences, using a capital letter and full stop. They will be encouraged to re-read what they have written to check it makes sense and that it can be read by others.

#### Books -

We will be discussing the differences between fact/fiction and looking in more depth at information texts-information texts on animals, animal habitats, also carrying on with life cycles e.g., frogs. Then later finding out about then and now 'seaside's'.

#### Maths

Previously the children have heard and joined in with counting activities. They have ordered numbers to 10 and beyond and explored cardinality by focusing on the 'stopping number'.

MUSIC  
MARK

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As they move towards Year 1, the children will develop their counting skills by organising and counting larger sets of a wide range of objects. They will be able to use counting skills in a range of contexts, including counting things that cannot be seen (for example, the number of beats on a drum) or using counting to measure time (for example, when playing hide-and-seek).

The children's growing understanding of ordinality will develop into a generalisation that every whole number is '1 more than' the previous number, and '1 less than' the following number. This will begin to provide a depth of understanding about our counting system, and will support activities such as positioning numbers on scales and number lines as the children move through to Key Stage 1.

As the children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Some arrangements are easier to subitise than others – e.g., a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this half term is to use the children's developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. The math's sessions will also continue to encourage the children to consider when they can subitise and when they might need to use counting as a strategy.

Another key focus is the ongoing development of visualising skills: encouraging the children to look carefully at structured arrangements, such as those shown on dice and 10-frames, and then to close their eyes and explain what they see. Using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part-part-whole relations and allow them to further consider composition (the numbers within numbers).

### How you can help

- Sing number rhymes that involve counting as part of your daily routine, e.g., '1, 2, Buckle My Shoe'.
- Designate a number rhyme of the week (for example, '1, 2, Buckle My Shoe'; provide daily practice and, if appropriate, linking resources).
- Give your child extra experiences of counting things that cannot be seen. For example, I wonder who can stand on one leg for the longest time? Let's count together!
- Provide baskets of mixed objects (up to 20 of each item) for the children to sort. How many of each object have we got?





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The children will explore the tradition of St George's Day – the story of George and the Dragon and how families celebrate it now, looking at similarities and differences between families and communities.

They will develop an understanding of some important processes and changes in the natural world around them, including the seasonal changes and temperature, starting with Spring and rainbows then the Summer Season! We are continuing to investigate the changing states of matter, for example, making lollies. The children will discover some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class for example, Seaside now and in the past (Victorian times).

We will explore the different types of animals, where they live and what they eat (habitats) frogs and minibeasts. Please could you help by obtaining some frogs spawn when it is available? If you can please let us know.

The children will have the opportunity to discuss about the lives of the people around them and their roles in society, e.g., Father's Day and King Charles II Coronation.

#### **PSHE**

We will continue to support children in building constructive and respectful relationships by expressing their feelings, consider feelings of others and begin to regulate feelings appropriately, therefore enhancing positive friendships with their peers. This also links in with our Christian Values this half term. We will be using PATHS to support this.

#### **Things you could do at home**

*Activities you can do at home.*

Phonics Bloom ICT games - <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-4>

Phonics play - <https://www.phonicsplay.co.uk/resources/phase/4>

Topmarks maths games - <https://www.topmarks.co.uk/Search.aspx?Subject=37>

*Draw/paint seaside scenes.*

*Paint a rock or shell from the beach.*

*Draw pictures of mini beasts and label their characteristic*

Thank you for your support,

Mrs Sewell and Mrs Cousins.



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