



Hares Class Newsletter

Autumn 1 2025



Dear Parents/Carers,

We hope you have had a lovely summer break spending time enjoying the sunshine with your family and friends. We hope you are all feeling refreshed, ready for an exciting term ahead.

Mrs Williams and Mrs Milner and myself are excited to welcome the new Reception children and Year 2 children to our class. I will be in class full time apart Thursday afternoon (PPA) when Mrs Williams and Mrs Milner will be leading the class.

PE will be every **Wednesday**, please could children come to school dressed in their PE kit (shorts/joggers/t-shirt/jumper/trainers).



Our **outdoor learning** session will be every **Friday**.

Could pupils come in to school in their outdoor/forest

clothes according to what the weather looks like but always **long trousers** and a **long-sleeved top** as there are some nettles/brambles. Please send

them in with a pair of named **wellies** which they can wear in the forest area so we do not trample mud through the school.



Hopefully the weather will stay warm, on these days your child **needs to come to school with sun cream already applied**. Staff will help your child reapply suncream at lunchtime if needed but if possible apply suncream that will last all day. Please name the sun cream so we can keep it in school. A **named sun hat** is also essential.



Please send in a **named water bottle** every day. We ask that only water is sent in as this is healthiest choice for the children. The children will continue to have fruit provided at snack time but if they prefer, they can purchase a healthy snack from the tuck shop (order through the office). Children under 5 get milk for free but if your child is over 5 this can be purchased via the office.

Please remember to leave all toys and pencil cases at home to avoid upsets. We have everything your child needs in the classroom.

Dates for your diary:

Monday 1st and Tuesday 2nd September 2025 - Teacher Training Days - School Closed to Children.

Wednesday 3rd September-School re-opens for pupils in Nursery, Year 1-Year 6 children.

Thursday 4th September-Reception children start school.

Wednesday 17th September - Flu vaccinations

Thursday 16th October-Harvest Festival in Church 9am-All Welcome.

Friday 17th October - Tempest Photography in - Whole school individual and sibling group photos

Thursday 23rd October - 9.00am Praise Collective Worship

Monday 27th to Friday 31st October - Half Term

Homework For Reception

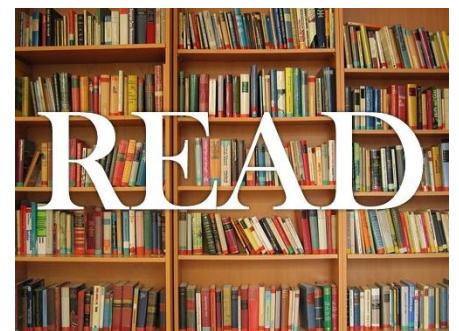
It is really important that the children practise their sounds book, read to you and listen to stories and rhymes everyday.

To support your child with maths, talk to the children about things you notice for example, you have 3 fish fingers, this mirror is a circle etc.

Homework for KS1

Reading:

We will be reading with children at school; however, it is incredibly important that children are read with at home daily to support their fluency especially if they are in year 2 and are still reading Read Write Inc books. Children will be bringing home a phonics book which is closely matched to the sounds they already know and a 'book to share' which you can read with or to them. We ask that you note down daily reading in the children's reading records.



Spellings:

For year 1 and 2. there will be weekly spellings introduced during phonics lesson linked with the book they are reading and an informal test each week.

Maths:

Maths homework sheets will be sent home every Wednesday for children to complete and bring back into school to be marked.

I am looking forward working with you all to ensure your child has a memorable time at school.

I will be updating the class story on dojo often through the weeks with any messages or updates about Hares class. If you have any concerns, please speak to me on the gate or via the office email (office@lindridge.worc.sch.uk).

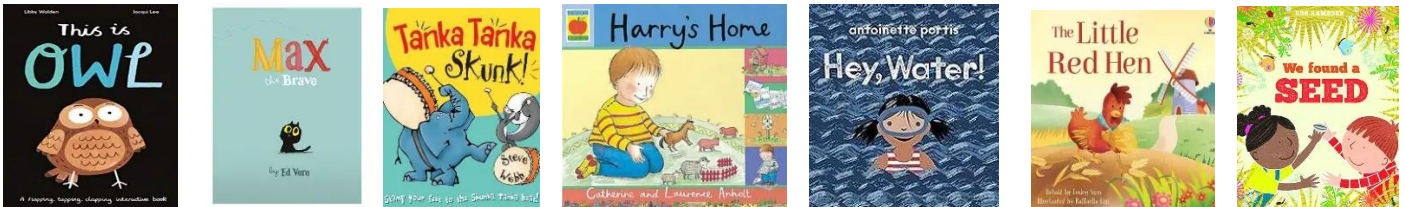
Kind Regards

Mrs Thomas

Our Reception curriculum for Summer 2 2025

English -

Reception- The children will develop their set 1 sound knowledge and have lots of opportunities to develop the skill of blending. There will be a focus on handwriting so when the children are writing they will not need to think about their handwriting and will be able to focus on spelling and grammar. They will also explore the following quality texts to support their writing development:



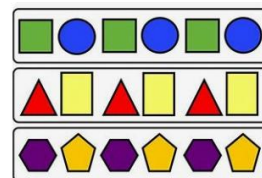
Learning Objective	Key Vocabulary
<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Capital letter, finger space, full stop, phoneme, grapheme, sound.</p>
Key Questions	Skills
<p>Can you hold the sentence?</p> <p>What sound comes next?</p> <p>Can you read your work?</p> <p>Have you remembered your capital letter, full stops and finger spaces?</p>	<p>To orally compose a sentence.</p> <p>To segment words for spelling.</p> <p>To read back own work.</p>

Reception Maths: Match, sort and compare



Learning Objective	Key Vocabulary
<p>Birth to 5 Matters - Range 5 - Compares two small groups of up to five objects, saying when there are the same number of objects in each group.</p> <p>Birth to 5 Matters - Range 6 - Spots patterns in the environment, beginning to identify the pattern "rule".</p>	<p>Match, same, different, set, sort, rule, odd one out, more, fewer, less,</p>
Key Questions	Skills
<p>Can you match objects?</p> <p>Can you match pictures and objects?</p> <p>Can you identify a set?</p> <p>Can you sort objects to a type?</p> <p>Can you explore sorting techniques?</p> <p>Can you create sorting rules?</p> <p>Can you compare amounts?</p>	<p>To use look carefully.</p> <p>To articulate reasons.</p>

Reception Maths : Talk about measure and pattern



Learning Objective	Key Vocabulary
<p>Birth to 5 Matters - Range 4 - Explores differences in size, length, weight and capacity.</p> <p>Birth to 5 Matters - Range 5 - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items.</p> <p>Birth to 5 Matters - Range 5 - Explores and adds to simple linear patterns of two or three repeating items.</p> <p>Birth to 5 Matters - Range 5 - Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.</p> <p>Birth to 5 Matters - Range 5 - Creates their own spatial patterns showing some organisation or regularity.</p>	<p>Smaller, bigger, longer, shorter, taller, big, little, large, small, heavier, lighter, balance scale, more, less, full, empty, holds, most, least, repeated, next,</p>
Key Questions	Skills
<p>Can you compare size?</p> <p>Can you compare mass?</p> <p>Can you compare capacity?</p> <p>Can you explore simple patterns?</p> <p>Can you copy and continue simple patterns?</p> <p>Can you create simple patterns?</p>	<p>To use mathematical language to describe and compare size, mass and capacity.</p> <p>To recognise and create simple patterns.</p>

Reception Personal, Social and Emotional Development: Me and My Relationships



Learning Objective	Key Vocabulary
<p>To talk about similarities and differences.</p> <p>To name special people in their lives.</p> <p>To describe different feelings.</p> <p>To identify who can help if they are sad, worried or scared.</p> <p>To identify ways to help others or themselves if they are sad or worried.</p>	<p>Special, practice, effort, same, different, favourite, family, help, special people, friends, feelings, sad, happy, emojis, kind. Helpful.</p>
Key Questions	Skills
<p>Can you talk about yourself?</p> <p>What makes you special?</p> <p>Who is special to you?</p> <p>Who can help you?</p> <p>Can you share your feelings?</p> <p>What makes you happy?</p>	<p>I can explore feelings.</p> <p>I can give reasons.</p> <p>I can listen to others.</p>

Reception RE: Being Special: Where do we belong?

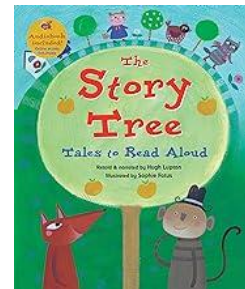
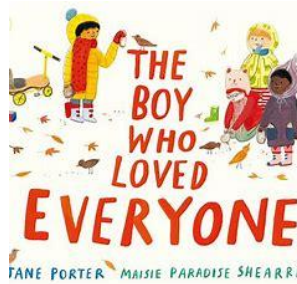
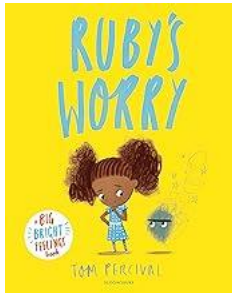


Learning Objective	Key Vocabulary
<p>To retell religious stories making connections with personal experiences</p> <p>To share and record occasions when things have happened in their lives that made them feel special.</p> <p>To recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>To recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Church, Jesus, unique, special, baptism, God, Bible, Christian belief, dedication, Hindu, Raksha Bandhan, Islamic Aqiqah ceremony, Humanist.</p>
Key Questions	Skills
<p>How do we show respect for one another?</p> <p>How do we show love/how do I know I am loved?</p> <p>Who do you care about?</p> <p>How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong?</p> <p>How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p>	

Understanding the World, Expressive Arts and Design and Physical Development will be linked to the afternoon topic which centres around 'Marvelous Me'.

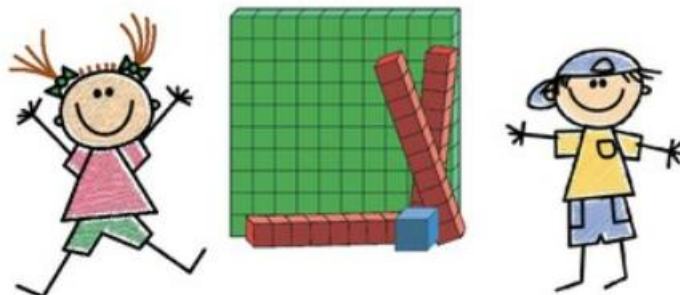
Our Year 1 and Year 2 curriculum for Autumn 1 2025

Year 1/2 English- Books we will be exploring:



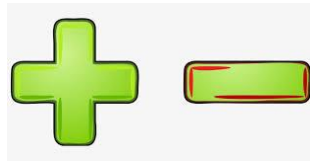
Learning Objective	Key Vocabulary
<p>To secure foundational skills. To write simple phrases and sentences that can be read by others</p>	<p>Year 1-letter, capital letter, word, sentence, full stop, finger space, lowercase letter.</p> <p>Year 2- Expanded noun phrases, statement, question, present and past tense, subordination (when, if, that, or, because) and co-ordination (or, and, but) comma in lists.</p>
Key Questions	Skills
<p>Can you orally compose and write factual sentences? Can you orally compose and write personal sentences? Can you read aloud written work? (Y1) Can you read aloud written work with the correct intonation? (Y2) Can you orally compose and write simple sentences about a story for example, draw and then write about an event in the story? (Y1) Can you orally compose and write more than one sentence? (Y1) Can you orally compose and write sequences of sentences in role? (Y2) Can you orally compose and write sequences sentences to retell stories (3rd person)? (Y2)</p>	<p>Using correct punctuation, fingers spaces, forming letters correctly and reading their sentences to check they make sense.</p>

Maths Year 1/2- Unit of work: Place Value



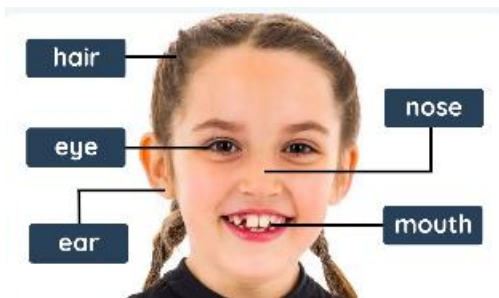
Learning Objective	Key Vocabulary
<p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number (Y1)</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (Y1)</p> <p>Identify, represent and estimate numbers using different representations, including the number line (Y2)</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s (Y1)</p> <p>Read and write numbers to at least 100 in numerals and in words (Y2)</p> <p>Read and write numbers from 1 to 20 in numerals and words (Y1)</p> <p>Given a number, identify 1 more and 1 less (Y1)</p> <p>Compare and order numbers from 0 up to 100; use and = signs (Y2)</p>	<p>Numbers to 100, tens, ones, partition, numberline, more, less, equal to, more than, less than (fewer), most, least</p>
Key Questions	Skills
<p>Can you count objects within 10?</p> <p>Can you represent numbers to 10?</p> <p>Can you count on and back within 20?</p> <p>Understand 10</p> <p>Understand 11 to 15</p> <p>Understand 16 to 20</p> <p>Can you calculate 1 more?</p> <p>Can you calculate 1 less?</p> <p>Can you use a number line?</p> <p>Can you estimate on a number line?</p> <p>Can you calculate less than, greater than, equal to?</p> <p>Can you compare numbers?</p> <p>Can you order numbers?</p>	<p>Use concrete resources correctly. Explain your answer. Use correct mathematical language related to place value.</p>

Maths Year 1/2- Unit of work: Addition and Subtraction



Learning Objective	Key Vocabulary
<p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (Y1)</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (Y1)</p> <p>Represent and use number bonds and related subtraction facts within 20 (Y1)</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Y2)</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero (Y1)</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers (Y2)</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero (Y1)</p> <p>Solve 1-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ (Y1)</p>	<p>Addition, subtraction, equals, equal to, more than, less than, fewer, most, least, number bond, subtraction facts, addition facts, 1-digit, 2-digit, 3-digit, numbers</p>
Key Questions	Skills
<p>Can you calculate using parts and wholes?</p> <p>Can you find all the number bonds within 10?</p> <p>Can you find all the number bonds within 20?</p> <p>Can you explore addition facts?</p> <p>Can you calculate doubles?</p> <p>Can you calculate near doubles?</p> <p>Can you add three 1-digit numbers?</p> <p>Can you find a part?</p> <p>Can you calculate fact families - the eight facts?</p> <p>Can you take away (how many left?)?</p> <p>Can you find the difference?</p> <p>Can you calculate missing number problems?</p>	<p>Use concrete resources correctly.</p> <p>Explain your answer.</p> <p>Use correct mathematical language related to money.</p>

Science - Unit of work: Animals, including humans: Sensitive bodies



Learning Objective	Key Vocabulary
<p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Compare, group, hearing, pattern, sense(s), sight, smell, taste, touch</p>
Key Questions	Skills
<p>Can you name parts of your body? Can you locate the body part for each sense? Can you explore the senses of touch and taste? Can you explore the senses of sight and smell? Can you explore the senses of hearing? Can you explain how senses are used in everyday life?</p>	<p>Draw and label human body parts. Identify the body parts associated with each sense. Compare and group body parts. Begin to recognise patterns in data and use these to answer questions. Record data in a table. Measure using non-standard units.</p>

Geography: Unit of work: Local Area: How do we read maps and plan routes?



Learning Objective	Key Vocabulary
<p style="text-align: center;"><u>Maps</u></p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>North, South, West, East, aerial, near, far, left, right, map, beach, cliff, coast, forest, hill, river, valley, vegetation, town, village, farm, house, shop</p>
Key Questions	Skills
<p>Can you locate places in our school grounds?</p> <p>Can you make a map of our school grounds?</p> <p>Can you plan a route?</p> <p>Can you use fieldwork to observe geographical features on a route?</p> <p>Can you make a map of our route?</p> <p>Can you follow compass directions?</p>	<p>Fieldwork skills-using maps, aerial photographs,</p> <p>Observation skills-using maps, drawing maps.</p>

Art- Unit of work: Drawing and Painting - Exploring Colour and Line (Inspired by Nature)



Learning Objective	Key Vocabulary
<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour and line.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Tone, observation, observe, pencil grade, exhibition, still life, straight, wavy, curved, thick, thin, primary colours, secondary colours, colour wheel, mix, shade, nature, outline, blend, shape, detail, natural, abstract</p>
Key Questions	Skills
<p>What is a line?</p> <p>Can you use graded pencils to draw lines?</p> <p>Can you make different colours by mixing colours?</p> <p>Can you paint in the style of Georgia O'Keeffe?</p> <p>Can you paint in the style of Henri Matisse?</p> <p>Can you create a piece of art exploring emotions and colour?</p> <p>Can you paint a nature scene using skills learned in the style of Vincent Van Gogh?</p>	<p>Pupils develop observational drawing, mark-making, and contour skills using varied lines. They explore colour mixing, brush control, and expressive painting techniques. Composition skills include arranging shapes, using space effectively, and planning layouts. The unit encourages thoughtful design, creativity, and confident use of materials inspired by nature. They learn about different artists.</p>


PE - Unit of work: Basic Invasion Games



Learning Objective	Key Vocabulary
<p>To dribble a ball with my hands and feet. To change direction to move away from a defender. To recognise space when playing games. To send and receive a ball with hands and feet. To use simple rules to play fairly. To move to stay with another player when defending. To recognise changes in my body when I do exercise. To understand when I am a defender and when I am an attacker.</p>	<p>Net, partner, point, racket, ready position, score, track, underarm</p>
Key Questions	Skills
<p>Can you understand the role of defenders and attackers? Can you recognise who to pass to and why? Can you move towards goal with the ball? Can you support a teammate when playing in attack? Can you move into space showing an awareness of defenders? Can you stay with a player when defending?</p>	<p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed. Social: supporting others, communication, co-operation, kindness. Emotional: perseverance, confidence, honesty. Thinking: comprehension, identifying strengths and areas for development, select and apply.</p>

RE- Unit of work: GOD: What do Christians believe God is Like?



<p>Learning Objective</p> <p>To understand what a parable is and retell the Lost Son story, linking it to God as a forgiving Father. To explain its meaning for Christians. Give examples of Christian beliefs in action, like forgiveness and worship. To reflect personally, ask questions, and explain ideas and connections drawn from the story.</p>	<p>Key Vocabulary</p> <p>Parable, Christian, forgiveness, praise, prayer, sorry, God</p>
<p>Key Questions</p> <p>Can you retell the parable of The Lost Son? Can you retell the parable of The Lost Sheep? Can you retell the parable of The Lost Coin? How do Christians know that God loves them? How do you show forgiveness? Why is it important for Christians to say 'praise' and 'saying "sorry"' prayers? Can you explore prayer?</p>	<p>Skills</p> 

Music - Unit of work: Dynamics-Keeping the pulse (seaside theme)



Learning Objective	Key Vocabulary
<p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that notation is read from left to right.</p>	<p>Dynamics, instrument, seaside, soundscape, symbol, volume</p>
Key Questions	Skills
<p>How can music be used to represent an environment?</p> <p>How can music represent changes in the environment?</p> <p>How can instruments, body and voice create a seaside soundscape?</p> <p>How can dynamics reflect an environment?</p> <p>Can you create and represent sounds using symbols?</p> <p>Can you perform your composition?</p>	<p>Pupils listen attentively to music, respond with movement, and describe how it makes them feel. They identify instruments, discuss tempo, pitch, and dynamics, and give feedback using musical vocabulary. Pupils explore instruments creatively, respond to stimuli through sound, read simple notation, perform in groups, and appreciate music from diverse cultures.</p>

Computing - Unit of work: Coding



Learning Objective	Key Vocabulary
<p>Children understand algorithms as step-by-step instructions and convert them into code using 2Code and Code Chimp. They plan designs on paper, use Design and Code Modes, include objects and events, and debug effectively. They predict outcomes, explain code elements like timers, and refine programs using testing and design documentation.</p>	<p>Algorithm, collision detection, predict, run, sequence, timer-after command, test, debug, debugging, timer, actions, objects, events, clicked, swiped, design, buttons, attributes,</p>
Key Questions	Skills
<p>Can you create a computer programme using an algorithm? Can you understand the collision detection event? Can you design an algorithm that follows a timed sequence? Can you describe what different events do in code? Can you create a program using a given design with buttons? Can you debug simple programs?</p>	<p>Know that an algorithm is a set of instructions to complete a task. Understand the importance of putting instructions in the correct order. Use block-based tools (like 2Code or Code Chimp) to build simple programs. Link events (e.g. clicks) to actions (e.g. move, turn). Plan their program on paper before coding it digitally. Identify and fix errors in their own or others' code. Describe what a program will do and explain why.</p>

PHSE - Unit of work: Me and My relationships?



Learning Objective	Key Vocabulary
To develop caring relationships. To develop respectful relationships. To understand physical health and mental wellbeing.	Responsibility, rules, safe. work together, listening, feelings, safe, body language, emotions, support, behaviour, help, hurt, heal, friendship, making up
Key Questions	Skills
Why do we have classroom rules? How are you listening? How do feelings affect our bodies? How do we show our feelings? How can we recognise when we are feeling hurt? What does it mean to be a friend?	To name a variety of different feelings and explain how these might make me behave. To think of some different ways of dealing with 'not so good' feelings. To know when I need help and who to go to for help. To tell different classroom rules.