



# YEAR R NEWSLETTER 11.5.2026

The children are very interested in the bugs that are appearing in the garden this Spring. Last week we learnt about the life cycle of ladybirds, snails and bees. If you go on a bug hunt with your child please do add an observation to Tapestry.

This week is our class trip to the farm so we will be learning about baby animals and how they grow. Please see details for the trip below.

## Maths: First, Then, Now

This week we will be learning about taking away using the language of first, then, now to tell Maths 'stories' eg. **first** there were 8 people on the bus, **then** 2 got off, **now** there are 6 people left on the bus. We will be relating this to the symbol for subtraction.

You can support your child at home by trying to use the same language. **First** there were 4 people in the car, **then** Mum got out, **now** there are 3 people in the car. You can also use blocks or Lego to show which has fewer and count the difference between towers.

## Phonics

Over the next two weeks we will be learning the following sounds

This week we are learning:



## School Trip

The children are very excited about their first school trip this Wednesday 13<sup>th</sup> May. Here are a few notices to help the day run smoothly.

Please provide your child with a **raincoat/jacket** that has a hood. There is rain in the forecast.

Children should be in their normal school uniform including their **jumper/cardigan**.

Please provide a **packed lunch and water bottle**. This should be in a small rucksack/backpack that children can carry by themselves. Water should be in their normal bottle that they use at school, we will refill these if necessary.

Children do not need to bring school bags. (We will change yellow group's books on Thursday)

**Please check that your child's name is on everything.**

We are expected to return to school ready for normal pick up at 3.10pm.

I hope to add a whole class observation to Tapestry on Wednesday evening so that you can see some photos of the day.

## Early Learning Goals

This week's focus is :  
Understanding the World

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World is a **specific** area of learning. The Specific Areas of Learning cannot be developed alone and rely on the skills gained in the **Prime Areas of Learning** already shared in previous weeks. Achieving the Understanding the world learning goal can be dependent on how well a child can communicate to show their understanding.

### Understanding the World

This area is divided into 3 sections. Past and Present, People, Culture and Communities, The Natural World

#### Top tips to support your child's **Understanding the World** at home:

- Take a nature walk in the park and collect leaves, stones, or flowers. Talk about their colours, textures, and shapes. Use these in sensory trays or natural arts & crafts at home.

- Set up a small bug hunt in your garden or local green space—observe worms, ladybirds, or butterflies and discuss their movements. You can [click here](#) for a printable checklist.
- Create a mini weather station by tracking the daily weather or moon phases and discussing changes in the seasons.
- Plant seeds and watch how they grow
- Talk about how tools, clothes, or transport have changed, perhaps by looking at old family photos.
- Look at family photos together and talk about different generations, where they lived, and how things have changed.
- Talk about the different jobs that people in your family do
- Visit the local community (e.g. shops, bakeries etc.), local landmarks or museums to introduce children to history and their local geography in an engaging way.
- Explore different cultures by reading books about traditions from around the world or trying foods from different cuisines – you can also celebrate special days and explore cultures together.
- Look at maps together. When you're going somewhere show your child on google maps so they begin to develop a sense of place

<https://www.bbc.co.uk/bitesize/subjects/z7sfg2p>

If you have any concerns about your child's Understanding the World or would like more ideas about how to best support your child, then please get in touch with me via the school office.

**Thank you for your continued support.**