

Curriculum Newsletter for Parents
Summer term 2025
Nazareth Rooms






Children's learning in Nazareth Rooms will be tailored to meet their specific needs.

Children will all follow the same theme; however, provision will be different or adapted. There will be regular opportunities for retrieval as we firmly believe that if the children and we can see that fluency and mastery are improving then we can truly see the impact we are having.

The learning noted below covers the broad spectrum of abilities in Nazareth Rooms.

From April until May half-term our topic is 'Growing (Plants and animals)'

After half-term until the end of term our topic will be 'Minibeasts'

| Curriculum areas | As part of our themed work children will learn: |
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| Personal and Social skills  | <ul style="list-style-type: none"> • Learning to ride a bike safely. • Road safety when riding a bike. • To tie and untie shoe laces. • To tie and untie a tie. • The importance of sharing and taking turns • Making independent choices • How best to communicate with peers. • How to maintain a conversation. • To listen to and respond to others. • To develop their memory skills through circle time games. • Working on bespoke life skills targets. |
| Physical Development   | <ul style="list-style-type: none"> • How to use classroom equipment safely. • Personal hygiene - eg the importance of washing hands frequently and before eating • To develop cutting skills - how to hold and use scissors. • To complete jigsaws. • To use a knife and fork to feed myself as independently as possible. • To hold a pencil correctly. • How to form letters correctly. • How to write my name. • About healthy food and how to keep healthy • Independently drink water and help myself to a snack • To tell an adult when I am feeling hungry, ill, hot/cold or tired. • To dress and undress • About parts of the body • Working on bespoke life skills targets. |
| Communication - speaking and listening  | <ul style="list-style-type: none"> • Following instructions e.g. to put away or to get an object • To take turns when talking with others. • To listen carefully to what others have to say • Answering who, what, when, how and why questions • Phonics - see below • Working on specific speech and language targets. • Holding longer conversations with others. • Initiating conversation. |

Literacy – phonics and reading



Some of the stories we may be reading:

Harry and the bucket full of dinosaurs
Big art project- Jason Pollock
Land Before Time
Dinosaur poems
What the ladybird heard at the seaside by Julia Donaldson
Mr Bears Holiday by Debi Gliori
Penguin on holiday by Salina Yoon
Clean Up! by Nathan Bryon (D)

Snail Trail -Ruth Brown
Superworm Julia Donaldson & Axel Scheffler
Aaaaargh Spider!
Diary Of a Fly
Harry The Poisonous Centipede
Yukky Worms!
The Very Quiet Cricket
The Giant Jam Sandwich
Minibeasts: Ladybirds first fabulous facts
Information texts (dictionaries, fact and fiction, reports)

Spelling and Grammar (SPaG)

- Phonics (various phases)
- How to **blend** letter sounds together to read short words.
- How to **segment** letter sounds – saying the sounds we can hear in 3 (or more) letter words.

Summer 1- Growing (Plants and animals)

What might this look like?

- *Create an information booklet.*
- *Draw pictures to illustrate the information.*
- *Combine labels and captions*
- *Retell- through words and pictures and acting out*
- *Retell-Verbalise sentences that they and others can understand*
- *Non-fiction texts – finding and locating information*
- *Knowing and using capital letters*
- *Labelling a life cycle poster*
- *Read and use captions, labels and lists.*
- *Sequence instructions e.g. how to plant a seed..*
- *Hear, say and write the initial sound in words*
- *Write lists*

Summer 2- Minibeasts

What might this look like?

- *Act out story*
- *Predict events*
- *Recall events*
- *Retell events*
- *Describe a picture*
- *Sequencing story pictures (use time words)Write labels and sentences for an in class*
- *Exhibition/display.*
- *Create an information booklet.*
- *Draw pictures to illustrate the information.*
- *Combine labels and*
- *Captions*
- *Write an explanation eg. A Lifecycle of a butterfly.*

Handwriting

We will continue to develop:

- Hand-eye co-ordination
- Hand Strength
- Hand Manipulations
- Grasps and Releases
- Pencil grip
- Pencil Control Skills
- Name writing
- Drawing Skills
- Letter (small and capital)
- Number Formation
- Joined Writing.

We continue to focus on previous SPaG and will also be learning about:

Summer 1

SPaG NEW:

- Introduce prefixes (kind/unkind)
- Speech marks
- Suffixes that can be added to verbs (e.g. helping, helped, helper)

Continue with:

- Daily phonics groups
- Sequencing
- Composing simple sentences
- Finger spaces
- Use of capital letters and full stops
- Using capital letters for names and I
- Nouns/ Pronouns
- Forming capitals
- Joining words (AND/BUT)
- Capital letters for days of the week
- PLURALS: -s and -es
- Using the simple past tense
- Question marks
- Capital letters for months of the year

Summer 2

SPaG NEW:


- Exclamation marks
- Commas to separate items in a list
- Apostrophes to make missing letters and singular possession in nouns

Continue with:

- Daily phonics groups
- Sequencing
- Composing simple sentences
- Finger spaces
- Use of capital letters and full stops
- Using capital letters for names and I
- Nouns/ Pronouns
- Forming capitals
- Joining words (AND/BUT)
- Capital letters for days of the week
- PLURALS:-s and -es
- Using the simple past tense
- Question marks
- Capital letters for months of the year
- Introduce prefixes (kind/unkind)
- Speech marks
- Suffixes that can be added to verbs (e.g. helping, helped, helper)

Challenges to extend

- Formation of nouns using suffixes such as -ness, -er
- Formation of adjectives using suffixes such as -ful, -less
- Use of the suffixes -er and -est to form comparisons of adjectives and adverbs
- Subordination (using when, if, that, or because) and co- ordination (using or, and, or but)
- Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- Sentences with different forms: statement, question, exclamation, command
- Correct choice and consistent use of present tense and past tense throughout writing

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| | <ul style="list-style-type: none">• Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark contracted forms in spelling | | | |
| <div>Mathematics</div> <div></div> | <div>Number Shape Space Measures (Children working at EYFS level)</div> <div>Summer 1</div> <ul style="list-style-type: none">• Add one or take one away.• Read, write and interpret mathematical statements involving addition (+), subtraction (-)• •Separate a group of 3-4 objects in different ways. Recognise that the total is the same.• •Measure short periods of time in simple ways.• •Everyday language related to money.• Recognise and know the value of different denominations of coins and notes• •Tall short• •Length height e.g. comparing 2 plants placed side by side identify the tall or short one.• •Simple sharing e.g. distributing sweets into a container so that there are 2 in each.• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] <div>Continue with Au and Sp 1/2 work</div> <div>Summer 2</div> <ul style="list-style-type: none">• More and less-differences in quantity- which has more or less, which group is bigger or smaller.• Given a number, identify one more and one less• Estimation e.g how many adults in the room, how many cups do we need and checking by counting.• Find the total number of items in 2 groups by counting.• Records using marks that they can interpret.• Use everyday language to talk about distance. To solve simple problems.• Long short• Describe using e.g. straight circle larger to describe shapes 2D 3D• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].• capacity and volume [for example, full/empty, more than, less than <div>Continue with Au and Sp 1/2 work</div> <div>Children working at National Curriculum level:</div> <div>Summer 1</div> <ul style="list-style-type: none">• Number and Place Value <table><tr><td><ul style="list-style-type: none">*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number*count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</td><td><ul style="list-style-type: none">*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward*recognise the place value of each digit in a two-digit number (tens, ones)*identify, represent and estimate numbers using</td><td><ul style="list-style-type: none">□ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number□ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</td></tr></table> | <ul style="list-style-type: none">*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number*count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | <ul style="list-style-type: none">*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward*recognise the place value of each digit in a two-digit number (tens, ones)*identify, represent and estimate numbers using | <ul style="list-style-type: none">□ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number□ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) |
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| <p>*given a number, identify one more and one less 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</p> <p>*Read and write numbers from 1 to 20 in numerals and words.</p> | <p>different representations, including the number line</p> <p>*compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>*read and write numbers to at least 100 in numerals and in words</p> <p>*use place value and number facts to solve problems.</p> | <p>□ compare and order numbers up to 1000</p> <p>□ identify, represent and estimate numbers using different representations</p> <p>□ read and write numbers up to 1000 in numerals and in words</p> <p>□ solve number problems and practical problems involving these ideas.</p> |
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• **Geometry: Position and Direction**

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| Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | <p>*use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> | <p>□ recognise angles as a property of shape or a description of a turn</p> <p>□ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>□ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> |
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• **Place Value: Multiplication and Division**

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| <p>•solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> | <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>*calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>*show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>*solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> | <p>•recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>•write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods</p> <p>•write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>•solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to objects</p> |
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Summer 2

• **Place Value: Addition and Subtraction**

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| | <p>□ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>□ represent and use number bonds and related subtraction facts within 20</p> <p>□ add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>□ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> | <p>solve problems with addition and subtraction:</p> <p>□ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>□ applying their increasing knowledge of mental and written methods</p> <p>□ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>□ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> □ a two-digit number and ones □ a two-digit number and tens □ two two-digit numbers □ adding three one-digit numbers <p>□ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>□ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> | <p>□ add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> □ a three-digit number and ones □ a three-digit number and tens □ a three-digit number and hundreds <p>□ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>□ estimate the answer to a calculation and use inverse operations to check answers</p> <p>□ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> |
| <p>• Measurement: Time</p> | | | |
| | <p>□ time [for example, quicker, slower, earlier, later]</p> <p>□ measure and begin to record the following:</p> <p>□ time (hours, minutes, seconds)</p> <p>□ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>□ recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>□ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> | <p>□ compare and sequence intervals of time</p> <p>□ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>• know the number of minutes in an hour and the number of hours in a day.</p> | <p>□ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>□ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>□ know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>□ compare durations of events [for example to calculate the time taken by particular events or tasks].</p> |
| <p>• Statistics</p> | | | |

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| | <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables[] ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data.</p> | <ul style="list-style-type: none">• Interpret and present data using bar charts, pictograms and tables• Solve one step and two step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictogram and tables |
| <p>R.E. and the world around us</p> | <ul style="list-style-type: none">• Daily class prayers• The school chaplains virtually visit the Nazareth Rooms to share Bible stories and talk about significant events.• How good news is shared and how others feel when they receive good news.• Children participate in their year group R.E. lessons with their mainstream peers. Please refer to your child's year group newsletter for detail. | |
| <p>Creative</p>  | <ul style="list-style-type: none">• Sessions in the Nazareth's Sensory Room• Responding creatively to a stimulus.• Drawing (e.g pencil, wax, chalk, ink, pen, brushes), colour (e.g pigment - paint, inks, pastels, dyes etc and tools to apply colour - brushes, sponges, straws etc), texture (e.g collage, weaving, threads, fibers, fabrics, surfaces, wood, clay), Form (e.g. 3D experience, rigid and malleable materials) Printing (e.g. fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc) and Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.) | |

Please send in your child's reading record, reading book and Home-School book every day.

We may need to write a message in your child's Home-School book so please check this every night.

Homework: We ask that you read with your child every night and record in your child's reading record and also for your child to complete the work set in their purple homework book.

Nazareth Room staff:

Mrs Gray
ARP Manager- (Monday, Wednesday, Friday)

Miss Doe
Class Teacher- (Monday, Tuesday, Wednesday, Thursday, Friday)

Our Teaching Assistants are:
Ms Shahzad
Ms Brown
Ms Bombi

Thank you
The ARP Team