

Foundation Stage Reception

Class 2, Class 3

and Class 4

Thorpe Hesley Primary School



Where Children Grow



Summer Term 1 2026

We are learning about

Once Upon a Time



Things to do to help your child:

- Share books regularly with your child and record three times a week in your reading record.
- Ask your child what they have been learning
- Support with phonics by reading the new sounds and words in the green book
- Complete fortnightly maths challenges
- Complete spellings in the Look, Cover, Spell, Check book.

Useful Websites

On our school website there are lots of activities for your child to do. Check it out at

www.thorpehesleyprimary.rotherham.sch.uk/

Other useful websites that may help your child are:

<http://www.bbc.co.uk/schools/bitesizeprimary/>

<http://www.primaryinteractive.co.uk/>

<http://www.crickweb.co.uk>

<http://www.ictgames.com/>

<https://whiterosemaths.com/homelearning/early-years/>

Remember to send your photos of activities that you do at home to us:

THP-Class2@nclt.ac.uk

THP-Class3@nclt.ac.uk

THP-Class4@nclt.ac.uk

This term we will be learning...

Area of learning	Objectives to be covered
Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Show sensitivity to their own and to others' needs.
Physical Development	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Use a range of small tools, including scissors, paintbrushes and cutlery.
Literacy	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Maths	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding the World	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • 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.
Expressive Arts and Design	<ul style="list-style-type: none"> • Develop storylines in their pretend play. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher.

Focus for learning

Once Upon a Time

Lots of exciting learning will be taking place, including:

- Having a Minibeast Ball
 - Exploring habitats
- Learning about story language
- Telling and writing our own stories
- Re-telling traditional stories and performing to our friends.
- Taking part in Picture This and Science week as part of whole school learning. The focus is Curious Grounds – Thorpe Hesley and Beyond

Homework Challenge

Do you have a favourite traditional story?

Can you make some props to tell the story and act it out with your grown ups?

We would love to see any videos of this!