



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

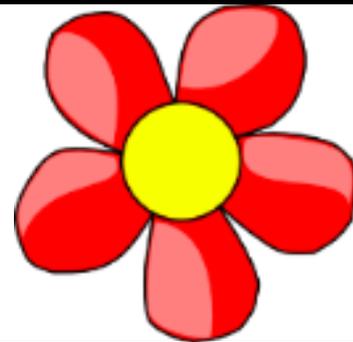
Curriculum Newsletter

Reception

Summer Term

Red class

**Class teacher:
Miss May Tierney**



Message from class teacher...

Hello Red Class,

Welcome back! I hope you all had a wonderful Easter filled with chocolate, sunshine and fun. I can't wait to get back into our daily routine. This term our topics will be Superheroes, Julia Donaldson, Lifecycles and Transport. Let's hope this lovely weather stays so we can do lots of learning outside this term. I can't wait to hear about your Easter holidays. See you soon!

Miss Tierney ☺



Miss Lauren Seeley

We are very excited to welcome Miss Lauren Seeley, who will be joining Dr Walker's C of E Primary School on 25th April, as part of the permanent teaching staff.

Miss Seeley is a very experienced teacher in both EYFS and Key Stage 1 and holds both an EYFS Teaching Qualification and QTS.

She will be joining Miss Adams to team-teach years 1 and 2 in helping our pupils to achieve well and close the attainment gap.



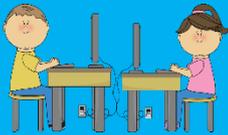
Topic coverage

LITERACY



- *Superheroes: Supertato*
- *Julia Donaldson: Room on the Broom, Zog, The Gruffalo*
- *Lifecycles: The Very Hungry Caterpillar, Tadpole's Promise*
- *Transport: Naughty Bus, People who help us, You can't take an elephant on a Bus!*
- Say a sound for each letter in the alphabet and at least 10 digraphs.

		<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read words consistent with their phonic knowledge by sound-blending. 	
<p>MATHS</p> 		<ul style="list-style-type: none"> • Number patterns to 20 • Ten frames beyond 10 • Missing numbers. • Estimating • What holds the most? 	<ul style="list-style-type: none"> • Tangrams • Adding more • Taking away • Doubling • Sharing • Odd and Even
<p>UNDERSTANDING THE WORLD</p> 		<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country. • 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. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Talk about the lives of the people around them and their roles in society.
<p>RELIGIOUS EDUCATION</p> 		<ul style="list-style-type: none"> • Story Time: What can we learn through stories? (Christianity, Islam, Judaism and Hinduism). 	<ul style="list-style-type: none"> • Special Places: What makes places special? (Christianity, Judaism and Islam).
<p>MUSIC</p> 		<ul style="list-style-type: none"> • <u>Big Bear Funk</u> • Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • <u>Reflect, rewind, replay</u> • This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place.

<p>PHYSICAL DEVELOPMENT</p> 		<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Negotiate space and obstacles safely, with consideration for themselves and others. 	
<p>COMPUTING</p> 		<ul style="list-style-type: none"> • Exploring pictograms • Loose parts play • Yes and No? 	<ul style="list-style-type: none"> • Sorting ourselves • Programming a Beebot
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> 		<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>COMMUNICATION AND LANGUAGE</p>		<ul style="list-style-type: none"> • 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>EXPRESSIVE ART AND DESIGN</p>		<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

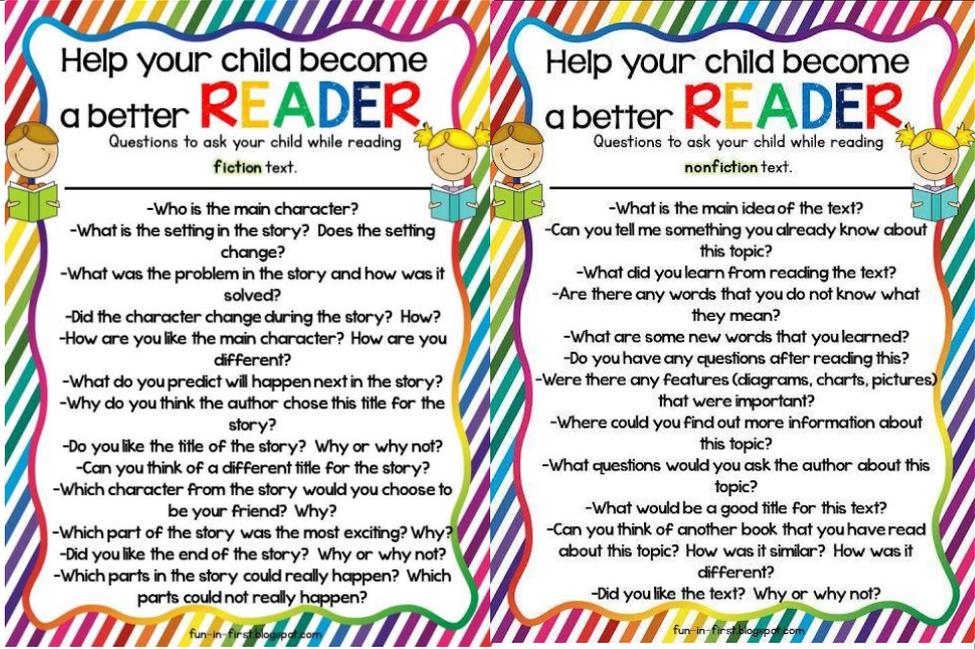
PHONICS		Phase 3 Sounds <table border="1" style="width: 100%; text-align: center;"> <tr> <td>j</td><td>v</td><td>w</td><td>x</td><td>y</td><td>z</td><td>zz</td><td>qu</td><td>ch</td> </tr> <tr> <td>sh</td><td>th</td><td>ng</td><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo</td><td>oo</td> </tr> <tr> <td>ar</td><td>or</td><td>ur</td><td>ow</td><td>oi</td><td>ear</td><td>air</td><td>ure</td><td>er</td> </tr> </table>	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er	Phase 4 Phonics Sounds <table border="1" style="width: 100%; text-align: center;"> <tr> <td>st</td><td>nd</td><td>mp</td><td>nt</td><td>nk</td><td>ft</td><td>sk</td><td>lt</td><td>lf</td> </tr> <tr> <td>lk</td><td>pt</td><td>xt</td><td>tr</td><td>dr</td><td>gr</td><td>cr</td><td>br</td><td>fr</td> </tr> <tr> <td>fl</td><td>gl</td><td>pl</td><td>cl</td><td>sl</td><td>sp</td><td>tw</td><td>sm</td><td>pr</td> </tr> <tr> <td>sk</td><td>sn</td><td>nch</td><td>scr</td><td>shr</td><td>thr</td><td>str</td><td></td><td></td> </tr> </table>	st	nd	mp	nt	nk	ft	sk	lt	lf	lk	pt	xt	tr	dr	gr	cr	br	fr	fl	gl	pl	cl	sl	sp	tw	sm	pr	sk	sn	nch	scr	shr	thr	str		
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Big Questions this term

	Reception
	<ul style="list-style-type: none"> What do you think life might be like on another planet? How many ways can you make new friends? I wish I hadn't.....Think of 7 ways to end this sentence. If animals rule the world, what changes would you see? Would you want to remember everything if you could? Do certain clothes make people cool? Do animals enjoy being animals? Can fairy tales come true? Is a superhero good if they have to destroy a city? What three questions would you ask Goldilocks? Why? If you had to go on a journey to the moon with two story characters, who would it be and why? What message is worth sharing with the world? If I read a comic in a shop, is that stealing?

Homework

<p>Daily reading</p> 	<p>Please listen to you child read for at least 10 minutes a day.</p> <p><i>Did you know that just 10 minutes of reading a day will change your child's life? While that may seem like a big statement to make, numerous studies have consistently shown that 10 minutes exposure to reading materials each day is all it takes to positively shape your child's future. And this doesn't just include complicated educational texts—any reading materials.</i></p> <p>Please recap all phonics sounds using the Phonics Flash cards.</p>
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	 <p>Help your child become a better READER Questions to ask your child while reading fiction text.</p> <ul style="list-style-type: none"> -Who is the main character? -What is the setting in the story? Does the setting change? -What was the problem in the story and how was it solved? -Did the character change during the story? How? -How are you like the main character? How are you different? -What do you predict will happen next in the story? -Why do you think the author chose this title for the story? -Do you like the title of the story? Why or why not? -Can you think of a different title for the story? -Which character from the story would you choose to be your friend? Why? -Which part of the story was the most exciting? Why? -Did you like the end of the story? Why or why not? -Which parts in the story could really happen? Which parts could not really happen? <p><small>fun-in-first.blogspot.com</small></p> <p>Help your child become a better READER Questions to ask your child while reading nonfiction text.</p> <ul style="list-style-type: none"> -What is the main idea of the text? -Can you tell me something you already know about this topic? -What did you learn from reading the text? -Are there any words that you do not know what they mean? -What are some new words that you learned? -Do you have any questions after reading this? -Were there any features (diagrams, charts, pictures) that were important? -Where could you find out more information about this topic? -What questions would you ask the author about this topic? -What would be a good title for this text? -Can you think of another book that you have read about this topic? How was it similar? How was it different? -Did you like the text? Why or why not? <p><small>fun-in-first.blogspot.com</small></p>
<p>Extra websites</p>	<p>www.phonicsplay.co.uk www.oog.teachyourmonstertoread.com/ www.topmarks.co.uk www.youtube.com/c/MrTsPhonics</p>
<p>Topic based projects to do at home. (SUMMER 1)</p>	<p>Design a Superhero! Think about their superpower what could it be? Write 3 sentences about your superhero.</p>
<p>Topic based project this half term (SUMMER2)</p>	<p>Create a book review for a Julia Donaldson book. Think about the questions below:</p> <ul style="list-style-type: none"> • What is your favourite book by Julia Donaldson? • Who is your favourite character? • How many stars would you give the story? • What was your least favourite part? • What happened after the story?

School Uniform

- White shirt (not polo). Girls can wear a white blouse.
- Grey shorts or grey trousers.
- Tartan skirt / checked kilt.
- Purple and white summer checked dress/pinafore.
- School tie.
- Purple jumper.
- Plain white or grey socks.
- Plain white or grey tights.
- Black shoes / black trainers / black ankle boots with no heels style shoes (these should not have colour on them and be plain).
- A coat - plain colours and styles are encouraged. No denim coats allowed.
- School book bag or school dispatch bag – backpacks are discouraged, as they can be large.

Please note:

- Checked kilts available from school suppliers.
- There are no purple cardigans available from the school's suppliers.
- Elaborate sock frills/shirt frills are strongly discouraged.
- The school may supply purple tops with the school's name on them for external events, such as school trips or sports events.

P.E Kit items (Pupils are required to wear P.E. kits for the full day on Tuesday and Wednesday P.E days – two days per week).

- White or black polo shirt or white or black T-shirt.
- Black shorts (girls can also wear black skirts).
- Black jogging / tracksuit bottoms or leggings.
- Black sweatshirts/tracksuit
- Black plimsolls (optional footwear, for indoor PE lessons only, as an alternative to bare feet).
- Plain drawstring bag.
- Pupils to wear appropriate swimming trunks / for top (hoodies are not allowed).
- Trainers (comfortable a full day of wear, protective for active feet and no lights or other distracting features swimsuits and hair caps for swimming lessons).



Please note: A message will be sent home if pupils are not wearing the correct P.E. kit.

P.E. Trainers

- To support parents/carers financially, we recognise the benefits of pupils having one pair of trainers for combined use at home and for school P.E. days.
- Therefore, we do not require P.E. trainers to be black or plain in design in the same way as shoes are worn as part of the school uniform.
- However, trainers must still be suitable for physical education so must be comfortable for full day wear, protective for active feet/use in games/sports, and have no parts that could harm pupils/distract pupils from learning, such as lights



Attendance

Our school's attendance target is 96%. Attendance continues to be mandatory for all pupils of compulsory school age and schools should communicate clear and consistent expectations about attendance.

The school has been working closely with Essex Attendance officers and also our bought-in Educational Welfare Officer (EWO) - Mrs Lynn Jago.

- Spring term data was very promising, with an average of 95.12%
- There has been an improvement in Persistent Absences. We have decreased these from 32 to 20. (This figure is lower compared to last year this time).
- The school's current average attendance figures for the whole year are 92.63% compared to national averages. Increasing numbers of pupils are missing school due to COVID-19. Department for Education (DfE) attendance data shows that pupil attendance fell from 92.2% on 3 March to 89.7% on 17 March.
- A number of Penalty Charge Notices have been issued, due to requests for holidays during term time. Please be aware that these requests cannot be authorised.

Government has published the following data:

- Pupil absence- Coronavirus (COVID-19) related pupil absence in all state-funded schools was 0.7% on 3 March, down from 2.2% on 10 February. Among pupils absent for COVID-19 reasons, the main reasons for absence on 3 March were: pupils with a confirmed case of COVID-19 (0.6%), and pupils with a suspected case of COVID-19 (0.1%).
- Pupil on-site attendance - Attendance in all state-funded schools was 92.2% on 3 March, up from 90.3% on 10 February.

Attendance badges:

We want to congratulate our pupils for their good attendance. Pupils who have reached the school's **96% target** will get a Great Attendance badge.

A big congratulations to the following pupils who have a **100% attendance** for both Autumn and Summer terms:

- William ((Reception)
- Dotty (Year 1)
- Eva (Year 1)
- Freya (Year 4)
- Donovan (Year 4)

	Autumn term		Spring term	
	Great Attendance	100%	Great Attendance	100%
				
Reception	Acer Amelia-Rae Scarlet	Brooke Ethan Madison Molly William	Archie Ethan Florence Knightley Lucas Madison Molly Rafe River	Alice Dylan Acer William
Year 1	Teddy C	Alice C Dotty Eva	Alice C Amber Cassidy Jacob Jude Teddy C	Dotty Eva Sienna
Year 2	-	Henry R	Brooke Henry H Maci	-
Year 3	Freddie R John James Maxwell	Barney	Barney Diggy John James Ralph	-
Year 4	-	Freya George	Sienna	Archie Freya George
Year 5	Ava Dylan Freddy G	Sebastian	Harrison Harrison M Mason Naomi Sebastian	Chloe Dylan Finlay Freddy Freya Lara
Year 6	Alby Ayla-May	-	Kaiden	Alby Corey Laila Riley

Weekly Friday Merit Assemblies

Pupils will have the opportunity to work towards 5 certificates, which will be awarded in the Merit Assembly.

Award winners' names will be published in the weekly newsletter.

The categories are:

- Reader of the week
- Writer of the week
- Mathematician of the week
- Scientist of the week
- STAR of the week



Term dates

Start	Finish	Half-term
19 April 2022	21 July 2022	30 May –3 June 2022

May bank holiday

- 2 May 2022

INSET dates:

- 19 April 2022
- 9 June 2022

Changes to the school day and timings from September 2022

You would have received a letter before the Easter break from the Chair of Governors regarding changes to the school day and timings from September 2022.

The changes will result in:

- **The school gates open at 08:30 and close at 08:45 daily. Registration will therefore close at 08:45 to ensure prompt teaching and learning starts at 08:45.**
- **The school day will finish at 15.20 (Mondays to Thursdays) and on Fridays at 15:00, instead of the current daily 15:15.**

We believe that these changes will be beneficial to the school community, and will have a positive effect on your child's education.

We appreciate that these changes may affect you, in terms of childcare or working arrangements, and for this reason, we are giving a whole term's notice in advance.

Next academic year's dates (2022-2023):

Dr Walker's Church of England Primary School
Term and Holiday Dates - Academic Year 2022-2023

September 2022							October 2022							November 2022						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													
December 2022							January 2023							February 2023						
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			1	2	3	4							1			1	2	3	4	5
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							30	31												
March 2023							April 2023							May 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
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27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
June 2023							July 2023							August 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1	2		1	2	3	4	5	6
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12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	31				
							31													

	School closed: Holidays		School closed: Bank Holiday		School closed: Staff training (INSET)		School days		Weekend
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In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term	Thursday 1 September 2022 – Tuesday 20 December 2022 <i>Half Term 24 October – 28 October</i>	74 days
Spring Term	Tuesday 5 January 2023 – Friday 31 March 2023 <i>Half Term 13 February – 17 February</i>	57 days
Summer Term	Monday 17 April 2023 – Friday 21 July 2023 <i>Half Term 29 May – 2 June, and May Bank Holidays – 1 May</i>	64 days
		195 days

You are strongly advised to check with the school before making any holiday or other commitments.