



The Dasset C of E Primary School

Summer Term 2025/26



Summer Term – Hedgehogs Class

We are looking forward to our final term of learning together – the terms seem to be flying by! We want you to see all of the amazing learning that takes place at school so please do check Tapestry for updates, memos and photos and there is a roundup of learning in our weekly school newsletter.

Phonics

This term children focus on consolidating Level 2 and 3 sounds. As we move into Level 4 the focus will shift to introducing words with adjacent consonants (CVCC/CCVC) and polysyllabic words. It focuses on blending/segmenting for reading and spelling rather than new sounds. The children will focus on learning the new tricky words: said, so, have, like, come, some, were, there, little, one, do, when, out, what. They will also practise writing the tricky words from Level 3: he, she, we, me, be, was, you, they, are, all, my, here.

English

Our English is delivered through our Cornerstones topics. Through books of the week the children enjoy a fiction and non-fiction book with a focus on vocabulary and features of the text. Our writing is linked to our topics across the curriculum. The children engage in writing for many purposes including instructions, labels and descriptions.

Maths

In the Summer Term children will continue to have a daily maths lesson. 4 of which are following the mastering number approach from National Centre for Excellence in the Teaching of Mathematics (NCETM) which is designed to build strong number sense through short whole class lessons using practical resources. The children will have their final block of to Shape, Space and Measure based on the White Rose Maths scheme of learning for one lesson a week in Summer 1 and in Summer 2 they will explore teen numbers in 'To 20 and Beyond'.

In Summer 1 in their NCTEM Mastering Number sessions children will be

Subitising Children will continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. They will use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. They will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. They will also be encouraged to identify when it is appropriate to count and when groups can be subitised.

Cardinality, ordinality and counting Children will continue to develop verbal counting to 20 and beyond, including counting from different starting numbers and continue to develop confidence and accuracy in both verbal and object counting.

Composition Children will explore the composition of 10.

Comparison Children will order sets of objects, linking this to their understanding of the ordinal number system.

White Rose Maths (Shape Space and Measure)

In the block "Manipulate, Compose and Decompose", children will focus on developing spatial reasoning by selecting, rotating, and arranging 2D and 3D shapes. Children learn to compose (build) and decompose (break down) shapes, identify 2D shapes within 3D objects, and describe positions, strengthening their geometric understanding through hands-on play.

Summer 2

Mastering Number (NCTEM) In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

White Rose Maths in the block 'To 20 and Beyond' children focus on building a deep understanding of numbers 10 to 20 and exploring patterns beyond 20. The focus is for children to understand that "teen" numbers are composed of ten and some more, moving away from relying solely on counting from one.

Personal, Social and Emotional Development – Jigsaw

In the first half of term our topic is '**Relationships**' which focuses on building safe, positive, and respectful relationships, starting with self-awareness and expanding to friends and family. Children learn to identify emotions, develop social skills, resolve conflicts, and recognize that families differ but are all based on care.

In the second half of term our topic is '**Changing Me**' which focuses on positive approaches to change, helping children understand life cycles and the changes they have experienced since being a baby. Children discuss growing up, moving to a new class, and recognizing that change is normal

Cornerstones

In Summer 1 our projects are:

Sunshine and Sunflowers. This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.

Shadows and Reflections This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change.

In Summer 2 our projects are:

Big Wide World which teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.

Splash! Which This teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.

RE

In Summer 1 the topic is '**How do people know how to treat each other?**' where children will explore moral decision-making, focusing on guidance from religious and non-religious worldviews. It examines core concepts like the Golden Rule and parables, teaching children how beliefs influence actions and attitudes.

In Summer 2 our Understanding Christianity topic is '**Why is the word 'God' so important to Christians?**' It introduces young children to the foundational Christian belief that God is the Creator of the universe and a loving, active presence in the world. The topic focuses on understanding that 'God' is a special, holy name representing someone crucial to believers.

Music (Charanga)

In music children will be exploring their emotions in '**Well Being Matters**' unit which is designed to support children's emotional well-being and mental health through music. It focuses on building self-confidence, creativity, and a sense of achievement using familiar nursery rhymes, action songs, and simple musical activities.

In the second half of term the unit '**Rhythm Matters**' will introduce the children to the fundamentals of music through play, exploration, and repetition. It aims to develop a child's understanding of pulse (steady beat), rhythm (long/short sounds), and pitch, with a focus on nursery rhymes and action songs

Physical Education (PE)

In the first half of term children are covering '**Athletics**' in preparation for sports day. They will practise running using their arms and landing effectively and running in a lane. They will put this into practise as they participate in sprinting and relay races. As they learn to throw 'howlers' they will practise adopting the correct stance in preparation for an over arm throw and using an over arm throwing technique. They will also cover the long jump and to jump effectively.

In the second half of term the focus will shift to '**Individual Games**' with different variations of tag games where they will concentrate on special awareness. They will focus on individual skills including skipping, hoola hoops and other equipment.

Things to remember

Rhino Readers books are changed on a Thursday but we read with children regularly during the week, both individually and in a group so please can these books be in school every day along with your child's reading record.

Library books are changed on a Friday, please can books be in school on this day. Children will be able to choose a new book but this will not go home until their old book is returned.

PE and Forest School are on a Friday. Please can children come into school in their PE kits. Please ensure PE kit is named.

Maths tasks to support your child's learning are available on Mathletics (Mathseeds). You will have a QR code for your child to access the maths work. This will be in the front of the child's reading record.