



Busy Bees – Spring Term 2025

Welcome back! I hope that you all had a fantastic Christmas break and you are ready to start the new term.

This term will be as busy as ever and we will keep you updated as the term moves along. Please check your child's Home-School diary daily for any messages and check the Reception page of the school website regularly for additional information and updates about our learning.

Our topic activities will provide lots of fun learning experiences. The adults will continue to observe them in a range of self-initiated and adult led activities to assess their stage of development. This ensures the learning and play activities provided will aid and support their learning.

Forest school activities will continue on Tuesday afternoons. We will continue to do PE activities on Thursday afternoons so please make sure children are dressed accordingly in appropriate 'sporty' clothes, with suitable footwear and a waterproof coat. We will update you to let you know of any changes to the week.

The links between home and school are especially important in the Early Years. Please keep sending your Proud Clouds in – we love to share them! If you need more please get in touch.

Thank you,

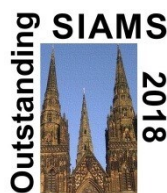
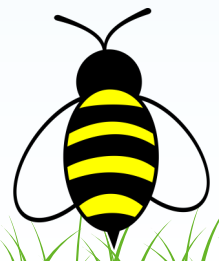
Mrs Griffin

Any Questions ?

A member of staff is always available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

Medical Issues

Please inform a member of staff if your child's medical status should change. For example the need for an inhaler or development of an allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.



During the term the following objectives will be covered:

Prime Areas



Communication and Language

- Can find it difficult to pay attention to more than one thing at a time.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Know rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.

Personal, Social and Emotional Development

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Play with one or more other children, extending and elaborating play ideas.
- Increasingly follow rules, understanding why they are important.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Begin to understand how others might be feeling.

Physical Development

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use a comfortable grip with good control when holding pens and pencils.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

During the term the following objectives will be covered:

Specific
Areas



Literacy

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
- Write some or all of their name.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Mathematical Development

- Recite numbers past 5.
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Understand position through words alone -for example, "The bag is under the table," -with no pointing.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.



All Saints CE (VC)
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&
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Learning Questions

Autumn Term First Half

Traditional Tales

To explore this theme we will investigate traditional stories linked to food, discussing foods which might be bad for our teeth and how we can maintain good oral hygiene; we will think about growing, developing ideas about what plants need to grow.



Autumn Term Second Half

What's in an Egg?

We will look at the lifecycle of an egg and think about different creatures that come from eggs. We will think about what eggs represent during Spring time. As we move towards Easter we will explore why we have chocolate eggs.



Physical Development

Our PE lessons will take place on Thursdays. Please can you make sure that the children have their PE kits in school and all earrings are removed on this day.

Forest School

Forest School will be on a Tuesday afternoon. Children should come dressed in WARM, WATERPROOF LAYERS with suitable waterproof gloves too. It would be useful if children can put their own kit on so please practice self-dressing skills where possible.

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