

Term 5



Newsletter 24.04.26

Dear Reception Families,

This week in EYFS, we have been busy exploring lots of exciting learning across our curriculum!

In Maths, we have been learning about doubles. The children have been practising doubling numbers using practical resources, games, and songs. Understanding doubles helps children to build strong number sense, supports early addition skills, and lays the foundation for more complex maths concepts as they progress. We have also been focusing on number formation, ensuring children are forming numbers correctly and confidently through guided practice and fun activities.

In Literacy, we are continuing to develop our sentence writing skills using the approach "say it, then write it." The children are encouraged to say their sentence out loud before writing, helping them to organise their ideas. We have been using Fred Fingers to segment words into sounds and using our sound mats to support spelling. There has also been a strong focus on letter formation, helping children to write clearly and correctly.





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cont.....

Our learning about the environment has been linked to both our topic work and our class story - If Sharks Disappeared. The children have shown great interest in understanding how important sharks are to the ocean ecosystem and the food chain. We discussed what might happen if sharks were no longer in our seas and how this would affect other sea life. This led to thoughtful conversations about recycling, caring for our planet, and how we can all help reduce pollution.

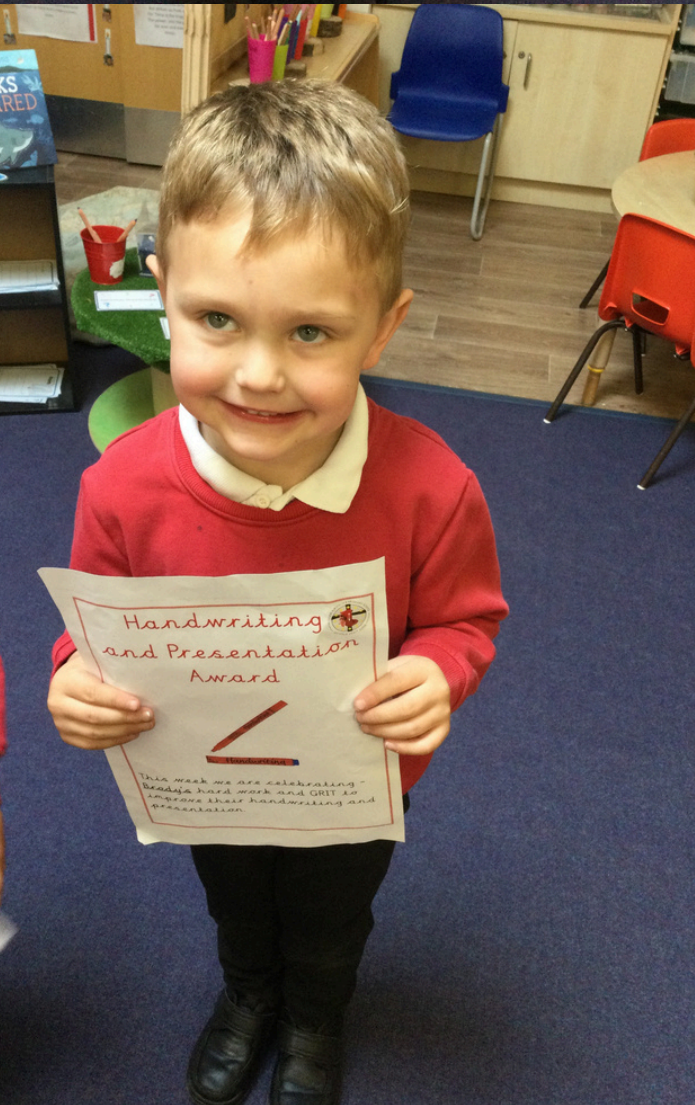
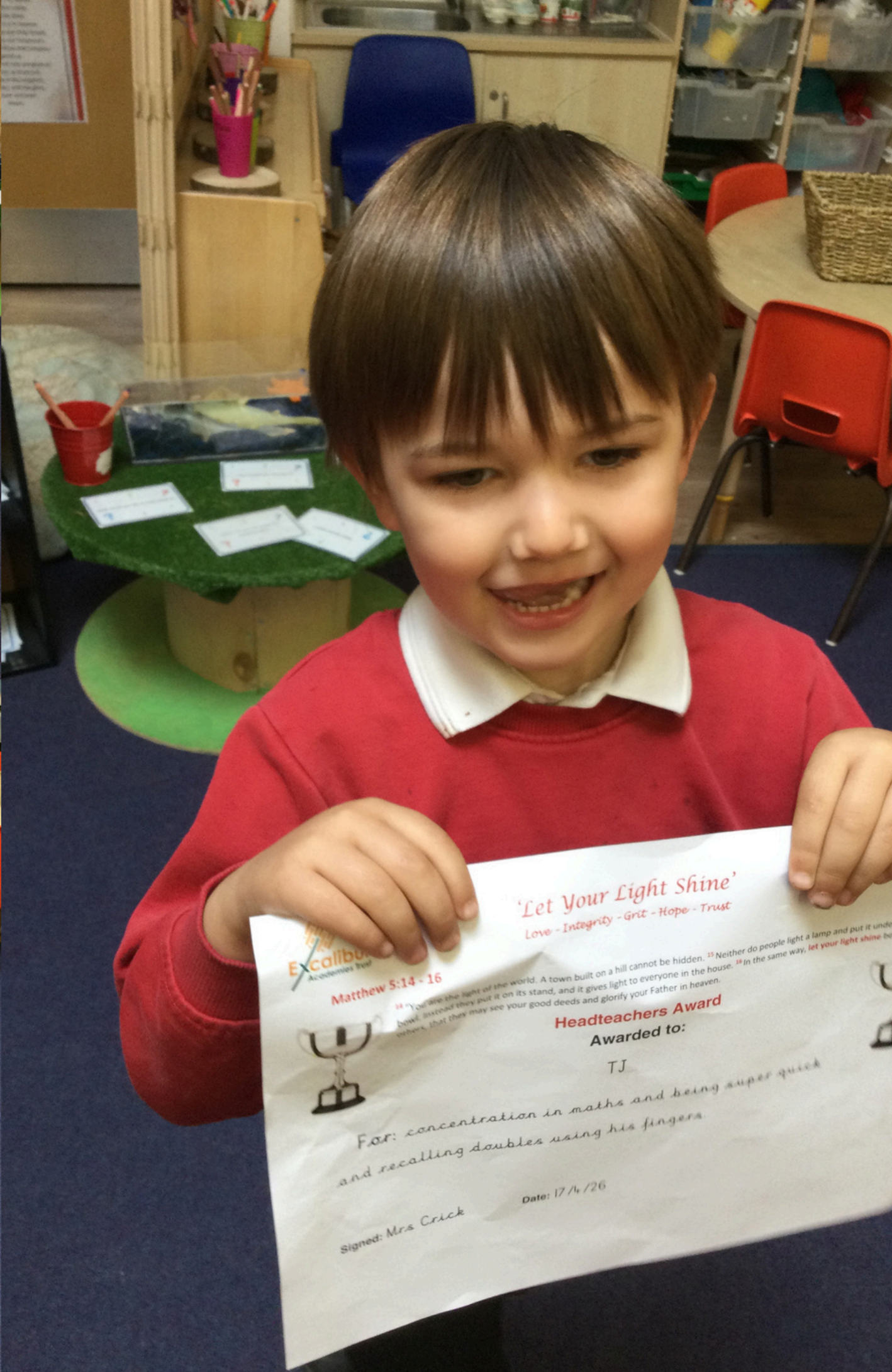
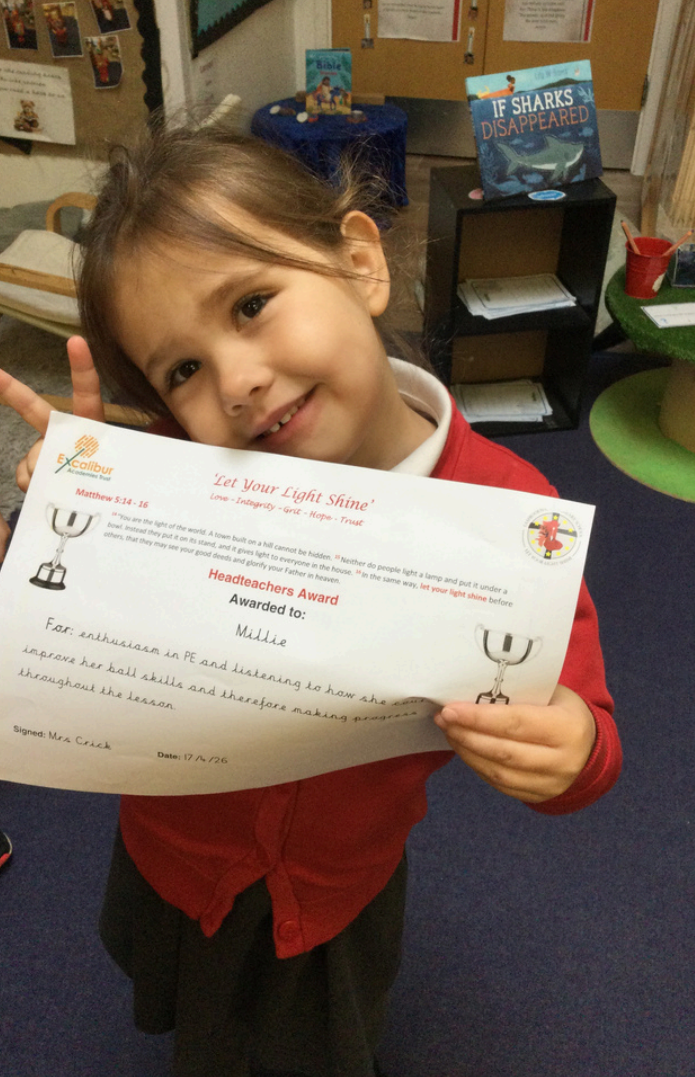
We explored simple ways we can make a difference, such as:

- Recycling at home and at school
- Reducing waste
- Keeping our oceans clean by not littering

The children were very engaged and showed a growing awareness of how their actions can help protect the environment.

In PE we had our first session with our outside coach, Sam. The children thoroughly enjoyed getting active and developing their ball skills. We started with large balls, practising rolling, throwing, and catching, before moving on to smaller balls to challenge coordination and control. It was wonderful to see their confidence grow as they tried new skills.









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Hello from F1

Welcome back!

Before the Easter break F1 were looking at all things Easter. We talked about why we celebrate Easter and the beginning of Spring and new life. The children enjoyed making Easter pictures and playing with all the Easter chicks and bunnies from the I Wonder table. To finish off the week the children got to meet Norman the donkey, the Easter bunny and had lots of fun with the Easter egg hunt on the field.

Since returning from a lovely break, we have read the Little Red Hen, and our nursery rhyme focus was Old MacDonald Had a Farm. Just like the Little Red Hen, the children got stuck in and made some bread. Fortunately, they all helped so they all got to try some, which all the children enjoyed (and so did the adults). Before making bread to eat using our ingredients of flour, yeast, salt and water, the children got a chance to practice making dough using flour and water in the tuff tray on the veranda.

Out in the garden we took some farm animals and made footprints in mud to see the different shapes that the animal's feet made. All of the children enjoyed singing Old MacDonald Had a Farm and choosing different animals to have on the farm.

Our maths focus this term is shapes. In week one we briefly looked at squares, circles and triangles, discussing what each looks like.

The children are doing well with their phonics and are enjoying learning new sounds. They are also becoming confident in writing their names and even challenging themselves to write their friends names.

We look forward to the rest of the term and lots of new learning.

Mrs Griffin, Miss Hine, Mrs Lord













Term 4



Weekly Reminders

F2 do PE on a Wednesday.
Please ensure your child has a named PE kit in school every week.

Please can you also make sure that your child brings their library book back on a Friday so they can exchange it for a new one.

We kindly ask that all children bring a healthy lunchbox to nursery each day. A balanced lunch helps support your child's energy, concentration, and overall well-being. Please try to include items such as fruit, vegetables, whole grains, and protein, and avoid sweets, chocolate, and squash. Thank you for helping us promote healthy habits from an early age!

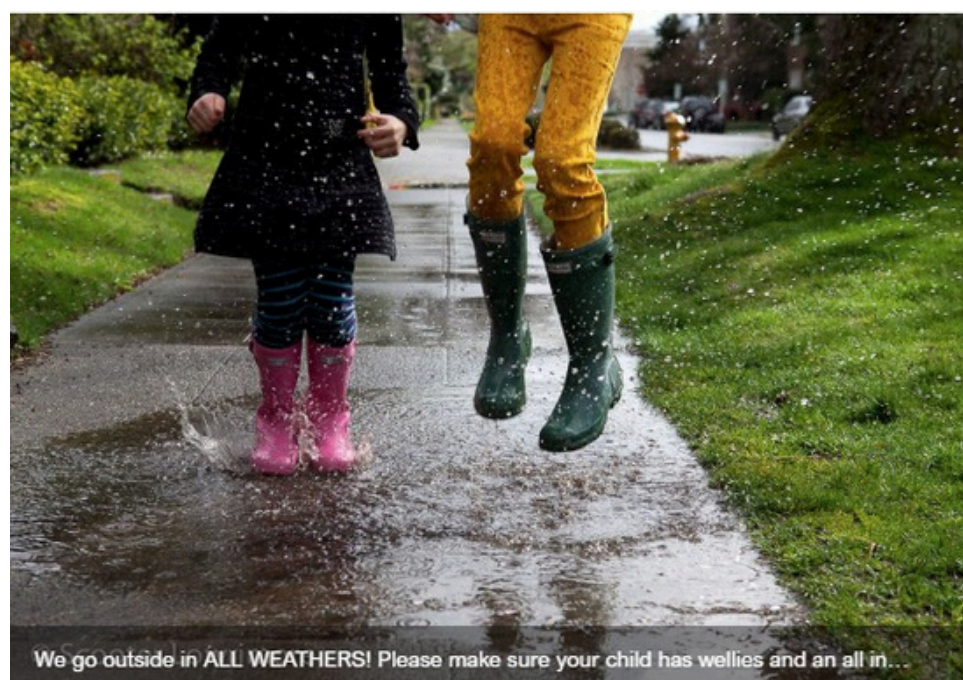


Plain white t-shirt and plain black or blue shorts. No logos.

Footwear



F2 do PE on a Monday. Please ensure your child has a named PE kit in school...



We go outside in ALL WEATHERS! Please make sure your child has wellies and an all in...





How can you help your child at home?

There are lots of things you can do to help your child with their learning at home.

Sharing books whether it's you reading to your child or your child reading to you. Looking for numbers in the environment. For example, what number do you live at? What numbers can you see on the front of a bus? How old are you? What does that number look like?

Singing is a great way to develop your child's speaking, listening and language skills.

Towards the end of their year in reception, children will be working towards the Early Learning Goals. These goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage. There are 17 Early Learning Goals (sometimes shortened to ELGs) across all the Areas of Learning. Below, are some activities that you may like to try at home to support your child with the Early Learning Goals.

Communication and Language

- Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read.
- Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.
- Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?'
- Try and use new words throughout the day to expand your child's vocabulary. You could swap one word for another. For example, instead of saying 'It is a bright colour', you could say 'It is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.
- To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if your child says 'I bought a banana' say 'Yes, you bought a banana.'
- At bedtime, instead of reading a story, you could read some child-friendly poems. Encourage your child to discuss what they think the poem is about and talk about new words and their meaning.

Personal, Social and Emotional Development

- Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.
- Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.
- Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.
- Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet.
- Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.
- Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game.
- Encourage your child to talk about their friends and build relationships with others. You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.



Physical Development

- Create a poster together on a topic that interests your child. Check to see if your child is holding their pencil in the right way when drawing pictures and writing words and sentences. For the majority of children, they should be holding their pencil with a three-fingered tripod grip.
- Practise using child-safe scissors to cut out images from magazines and catalogues, or cut out shapes drawn on pieces of paper. Show your child how to hold scissors in one hand correctly with their thumb in a position at the top, using their other hand to guide the paper.
- During mealtimes, encourage your child to cut up their own food using child-safe knives and forks. Start with soft food before moving to food that is slightly tougher.
- Draw some family portraits or pet pictures. Prompt your child to look at the details they need to add to their pictures and make sure they are taking care to be as accurate with their pencil as they can.
- As a family, try some different physical activities, such as dancing, playing football, going for walks, riding a bike or going swimming. This will help to develop coordination, strength and balance.
- Create your own obstacle course around the home or garden. Have things to balance on, jump over, run around and throw at a target, such as a ball of socks into a bucket.

Literacy

- Read a book together and pause at points throughout the story to discuss ideas on what your child thinks might happen next.
- Visit a local library and borrow some books to look at together. Encourage your child to retell you what has been read using their own words, but also words and phrases used in the books.
- Using small world toys, or yourselves, act out some favourite stories together using words and language from the story.
- Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard.
- Practise identifying letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words.
- Practise reading common exception words (tricky words or high frequency words) by making some word cards to play games with, e.g. bingo, memory, or snap. Also, encourage your child to read the words in funny voices to help make it more fun!
- Encourage your child to practise forming letters properly by writing using a range of different materials, such as pencils, chalk, crayons and pens.

Understanding the World

- Discuss people your family know and the jobs they have in society, e.g. the jobs they do as part of the community.
- Make comparisons of life when you were a child to how life is like now for your child. What has changed and what has stayed the same? You could also look at some old photos or items around the house.
- Explore the natural world around you in your garden or local park. Encourage your child to observe the plants and insects, making observations and drawing pictures.
- Use opportunities to talk about contrasting environments and places that are different from your own. For example, you could compare a beach to a trip to town. What did you do that was different? You could also look at maps in stories, such as a jungle or under the sea.
- Look out for seasonal changes in the world around you. What are the signs your child can spot for each season?
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Expressive Arts and Design

- Encourage your child to share and talk about any creations they have made, including explaining the processes they have used. Activities could include baking cakes, creating with junk-modelling materials or using playdough.
- Provide opportunities to mix paint and create different colours, but also explore how to mix paint to create different shades of the same colour. Along with this, provide a variety of tools for your child to create different textures with the paint, e.g. cotton wool balls, sponges, bubble wrap, forks.
- Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card decoration for an upcoming celebration.
- Have some fun using props and sheets of material to create characters together (such as superheroes or animals) or set up a role-play area and encourage your child to become a doctor or shopkeeper.
- Use some time together to sing well-known nursery rhymes and popular songs, e.g. in the car, on a walk or before bed. If your child is feeling confident, they could perform these songs to others and add their own lyrics and words.
- Make some puppets, story stones, story spoons or masks and use them to invent a new story. Alternatively, encourage your child to adapt or retell one of their favourite stories with you.

Mathematics

- Play games and do activities which involve counting aloud to 20 and beyond. For example, playing hide-and-seek or counting how many steps it takes to walk from the kitchen to the bedroom.
- Set up a tea party with some toys. Encourage your child to practise sharing out food, cutlery, plates and cups equally between each of the toys. Talk about which amounts could be distributed equally and which could not.
- Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence.
- Have a set of five small toys. Hide some of the toys under a blanket and leave the rest of the toys uncovered. Then, support your child to work out how many toys are hidden.
- Put out a pile of dried pasta, cubes or pom-poms and each grab a handful of items. Count how many you each have and then compare quantities. Which quantity is greater than or less than the other? Do this several times. Did you ever get two quantities that were the same?
- To practise subitising, play some games which involve using dice. Encourage your child to look at the spots on the dice and instantly recognise how many there are on each side without having to count them each time.

