



Newsletter 27.03.26

Dear Reception Families,

We have had a wonderfully busy and exciting time in EYFS recently, with lots of hands-on learning and new experiences to share!

As part of our growing topic, we made our very own greenhouses using lolly sticks and plastic wallets. We planted beans and have been carefully observing them each day. We are thrilled to see that they have started to grow—how exciting! We are now wondering whose beanstalk will grow the tallest!

To celebrate Mother's Day, the children created beautiful photo frames as a special way to say thank you to all our wonderful mummies. They took great care in making these, and we hope you loved receiving them.

We also explored creativity through seed art, using a variety of seeds to make fantastic designs. Some of our creations included rainbows, bears, and even dinosaurs—such wonderful imagination and attention to detail!

As part of our learning about keeping healthy, we made a delicious fruit salad. The children did an amazing job cutting up the fruit themselves, and we were so proud that every child tried it. Even more impressively, everyone finished their portion, many had seconds, and one child even had thirds!

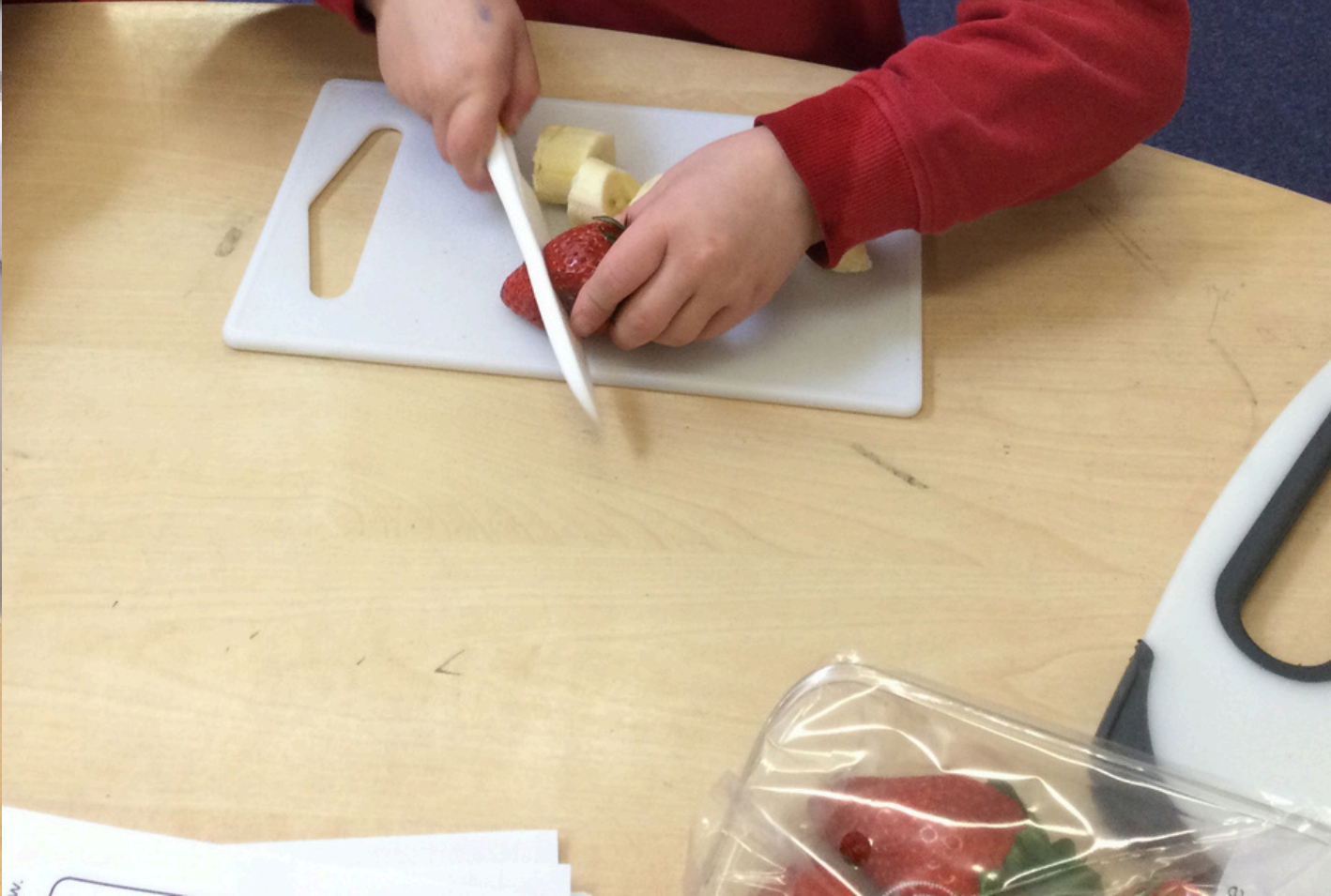
We are very excited to introduce our caterpillars—Christie, Lola Fandango, Walky Thing, and Zoo! The children have loved observing how they change over time. After growing over the past few weeks, they have now formed their cocoons. We can't wait to see what happens next!

Linked to this, we have been learning about symmetry. The children created beautiful butterfly paintings using a "blob painting" technique to explore symmetrical patterns. The results have been fantastic!





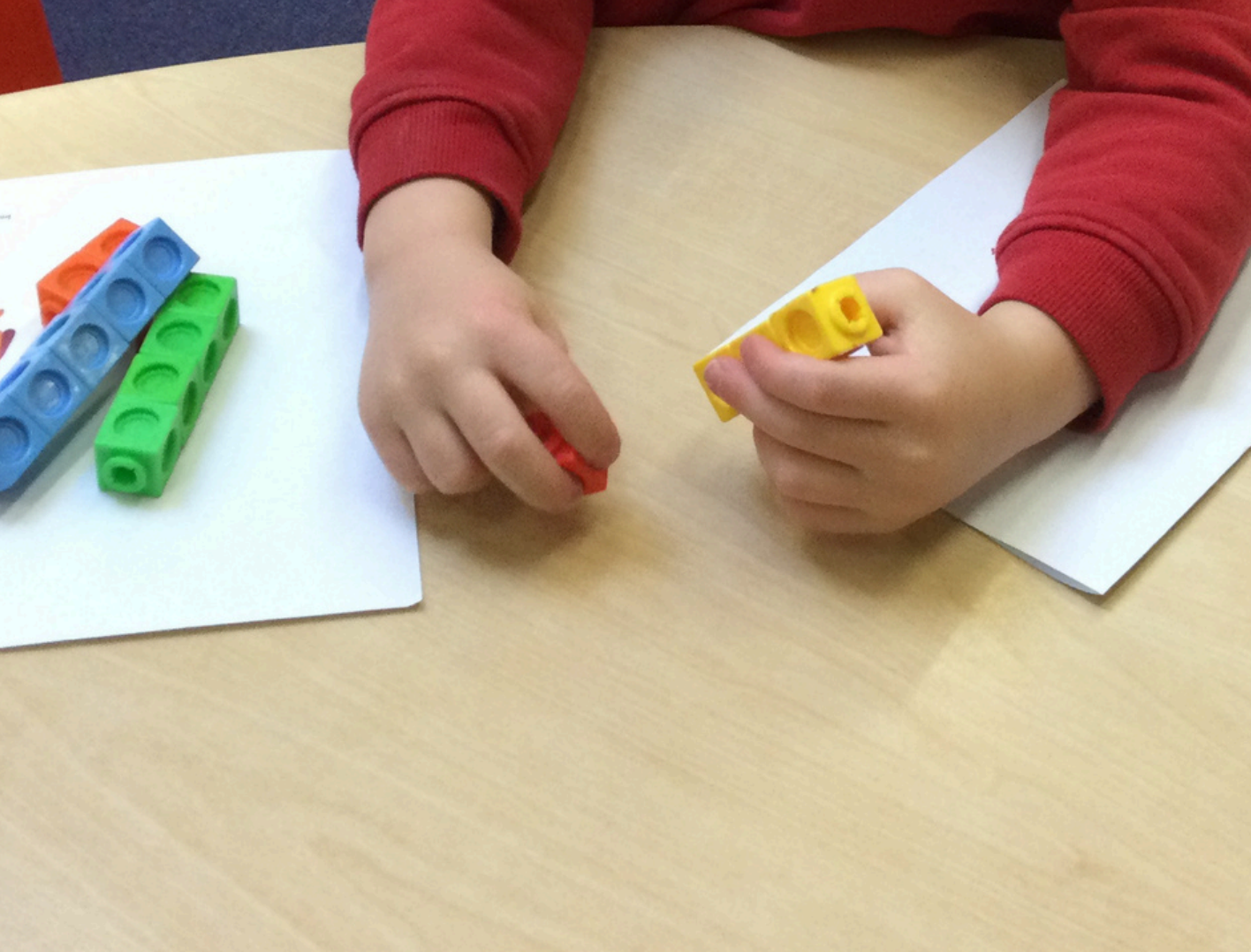
Living Worksheet
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Date: _____



















Term 4



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Hello and Happy Easter from F1

Over the last couple of weeks the children have very busy using their cutting skills to cut up Weetabix in our messy tray using our plastic knives. They made pig face puppets from cupcake cases and lollypop sticks as our story was the Three Little Pigs. F1 had great fun building houses from sticks, straw and blocks, they then pretended to be the wolf and tried to blow the houses down.

As the weather has been so nice we have spent a lot of time in the garden where Miss Hine did some planting with the children of some candytuft and lambs lettuce.

We hope the special ladies all enjoyed their Mother's Day cards that the children made. These looked beautiful and the children really enjoyed making them.

The children also enjoyed using their fine motor and focussing skills to paint small pieces of pasta with fine paintbrushes. Our second nursery rhyme we have looked at was Hey Diddle Diddle which the children painted a moon and sprinkled silver glitter across the black sky.



Term 4



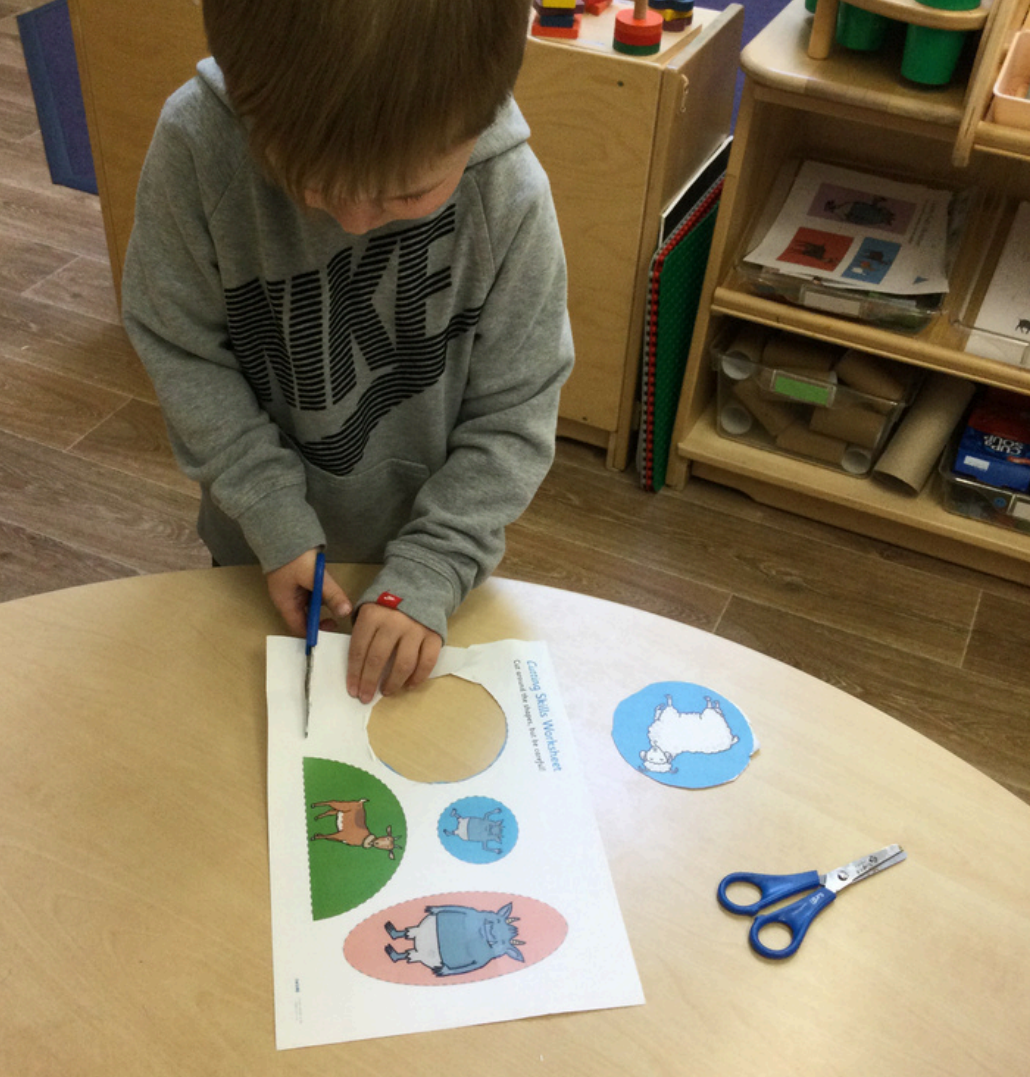
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We also looked at the Muslim celebration of Eid. F1 made some beautiful stained glass windows from tissue paper and sticky back plastic. These are currently decorating our big doors. The children had fun making bridges in honour of the 3 billy goats gruff and re-telling the story taking it in turns to be the troll or the goats.

We hope you all have a lovely rest over Easter and we will see you all in 2 weeks time.

Mrs Griffin, Miss Hine and Mrs Kumar.















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!

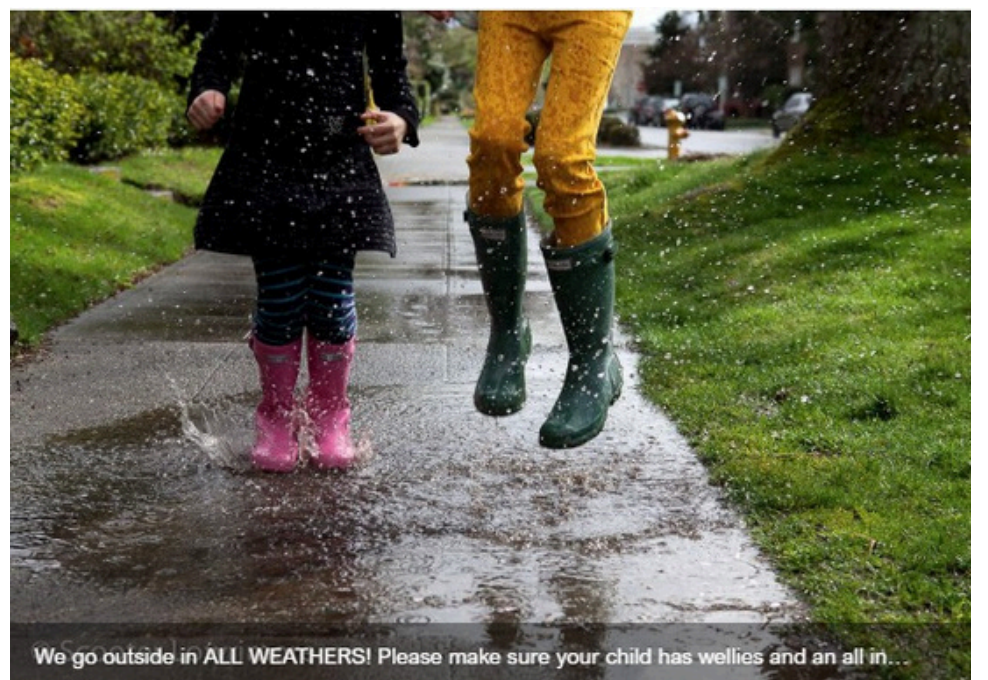


Plain white t-shirt and plain black or blue shorts. No logos.

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 have volunteered to 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?
- Look out for and talk about changing states of matter, such as melting, freezing, and boiling. Opportunities to observe these changes are a great opportunity for your child, e.g. making jelly, freezing ice cubes or chocolate.
- Explore your local neighbourhood and talk about similarities and differences between your own and other communities with your child. You may notice buildings, decorations or landmarks in shops.

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 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.

