



Beech Class Newsletter Spring Term 2

Hello! I am excited to welcome the children back after their break! I hope that you have had a lovely week off, and the children are ready to come back! I can't believe we are now past half way! In Beech Class, our class teacher is Miss Reeves Monday morning,

Tuesday – Friday, and Mrs Potter Monday afternoons. We are supported by some wonderful assistants, Miss Fairbrother Miss Bramwell, Mrs Walker, Mrs Pollard and Miss Di, who are just as excited as me to welcome your children back for this half term.

If there are any concerns or anything you would like to discuss, then please don't hesitate to contact me. I am around at drop off and pick up, but you can also contact me via Dojo or on my email at mreeves@fleetwoods.lancs.sch.uk.

I hope to make this year exciting and full of learning for your child! Below I will detail the outcomes we hope to hit for each of the 7 areas of learning this half term. Please be aware, these may be similar to previous half terms, as we are constantly focusing on developing our listening and engaging in group tasks. Our topics that we will be focusing on will be: **Shrove Tuesday, World Wildlife Day, Mother's Day, World Book Day, Comic Relief, Ramadan, Spring Changes, The Easter Story and British Science Week.**

Our forest sessions will be on **Wednesday afternoons**. Please ensure children bring wellies and warm clothing. We have puddle suits in school for the children to wear to keep them dry.

Personal, Social and Emotional Development

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries.
- Begin to remember and follow rules with some understanding.
- Be increasingly independent in meeting their own care needs.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Communication and Language

- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Pay attention to more than one thing at a time.
- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Confidently and safely use a range of small apparatus indoors and outside, alone and in a group.
- Show a preference for a dominant hand.



- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Show interest in different occupations.
- Draw information from a simple map.
- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal.

Expressive Arts and Design

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore colour and colour mixing.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Play instruments with increasing control to express their feelings and ideas.

Literacy

- We read English text from left to right and from top to bottom.
- The names of the different parts of a book.
- Page sequencing.
- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with the same initial sound, such as money and mother.
- Develop phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Write some letters accurately.
- Use some of their print and letter knowledge in their early writing.
- Write some or all their name.
- Engage in extended conversations about stories, learning new vocabulary.

Maths

- Develop fast recognition of up to 5 objects, without having to count them individually (subitising).

- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- Show finger numbers up to 5.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral up to 5.
- Say one number for each item in order: 1,2,3,4,5.
- Recite numbers past 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language, more than, fewer than.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'
- Make comparisons between objects relating to size, length, weight and capacity

Religious Education

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Jesus was special and performed miracles.
- People choose to do a variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc.
- There are special/important/holy people /leaders/teachers in all world faiths.
- The Vicar/Priest is the leader of the local church.
- The Imam is the leader of the local mosque.