



Beech Class Newsletter Summer Term 1



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 am so excited for the warmer weather so we can begin to do more exciting activities outside! 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: **The London Marathon (learning about London and completing activities like mini marathons etc), Road Safety, VE Day, Fairtrade, Nurses, Dinosaurs, Bees & Flowers.**

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.
- 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

- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.
- 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.

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Begin to make sense of their own life story and family's history.
- Show interest in different occupations.
- 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.
- Draw information from a simple map.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

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.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their 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
- Understand position through words alone for example, "The bag is under the table," with no pointing.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Compare quantities using language: 'more than', 'fewer than'.

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.