



St Margaret's C.E. Primary School Foundation Stage Newsletter Spring Term 2025

Dear Parents,

Happy New Year! We wish you all the best for 2025! This term our topics will be 'People and Communities' and 'The World Around Us'. Below is a brief outline of what we will be covering within the seven areas of learning of the EYFS Framework.

Communication and language

- Stories and rhymes
- Speaking and Listening skills
- Role play

Physical Development

- Dance
- Games
- Developing fine motor skills
- Learning to handle equipment safely
- Using different apparatus
- Developing spatial awareness whilst using the bikes and trikes

Personal, Social and Emotional Development

- Being independent
- People who help us in our community
- Being aware of danger
- Staying safe
- Taking turns and sharing
- Helping each other

Literacy

- Word building for reading and spelling
- High frequency and irregular word recognition
- Reading and comprehension of simple non-fiction texts
- Sentence writing using simple punctuation
- Consolidating letter formation

Mathematics

- Recognising and ordering numbers to 10
- Addition and subtraction
- Explore and represent patterns within numbers up to 10
- Naming 3D shapes and begin to recognise their properties
- Subitising
- Number bonds to 10

Understanding the World

- Learning about the people who help us and what they do
- Discovering similarities and differences in communities around the world
- Finding out about and recognising some features of living things
- Investigating natural objects and identifying similarities and differences
- Observing changes in the environment
- Exploring religions through their 'special books'
- Learning about Easter, new life and celebrations

Expressive Arts and Design

- Drawing, painting and printing skills
- Creating sounds with different musical instruments
- Using imagination in small world activities
- Role play- re-enacting the roles of people who help us

PSHE/RSE Curriculum

Health and Wellbeing

- To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Relationships

- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- To recognise how their behaviour affects other people.

Living in the Wider World

- That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Individual Reading Records

It is important that you continue to write the title, date and any comments you wish to make as a record of your child's individual reading progress. Please also make use of Bug Club at home to read a variety of texts online and complete the phonics games as these are set to consolidate our phonics teaching.

Clothing

We currently have a large amount of unnamed clothing. Please can you ensure that **all** clothing is named. If your child has borrowed school clothing please could you ensure it is washed and returned to school. It is handy to continue to keep a spare change of clothes in school on your child's peg. Could you please ensure that your child **always** has a warm, waterproof coat in school, as well as hats, gloves etc. as we prefer to take the children outside when possible.

Homework

We will soon be sending out log-ins for the Numbots program for extra maths practice of basic skills at home. We will continue to set games and books on Bug Club too so please use this platform for extra reading and phonics practice. A reminder that we collect the homework folders in on a **Thursday** and hand out them back out on a **Friday**.

Coming into school

Just a reminder that our EYFS children come into school through our outdoor area at 8.40am-8.50am. The gate will be locked at **8.50am** promptly. If the gate is closed when you arrive, please take your child to the school office.

Finally, if you feel your child is worried about any aspect of school life, however small, please do let their class teacher know.

Thank you very much for your co-operation,
Mrs McNicholas and Mrs Reilly