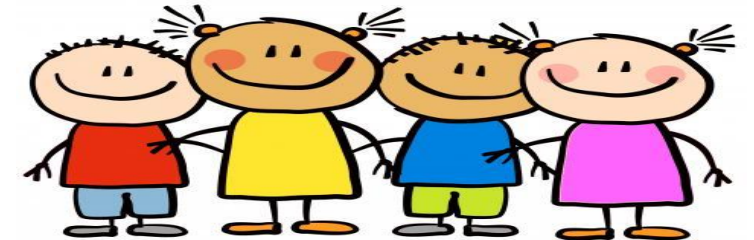




EYFS Curriculum Newsletter

Spring Term 2025



Happy New Year! We hope that you had a fun-filled holiday. We have been looking forward to welcoming you and your fantastic little ones back into our school community this week. Please remember if you have any queries please do not hesitate to come and speak to us. – EYFS Team



Reminders

- With the weather being much colder, please ensure your child has a warm coat in school every day.
- Please name all of your child's items, including gloves, hats, scarves etc.
- **EYFS home time is 3:10pm.** Please be on time. If there are any problems please contact the school office. Many thanks
- Please send a photograph of a family pet to share as part of our 'Amazing Animals' project.
- Reading expectations: Book changing day is on a **Monday**. Please ensure all books are returned to school every Monday. The minimum expectation for hearing your child read their **reading book** at home is 4 times a week.
- All children have an online learning journal on Tapestry. Please do take time to look at this with them regularly and add comments. The children also love to share news from home, please add pictures and photographs for your child to share with the class. Maths challenge homework should be added to their Tapestry accounts to continue their learning journey.



Finally... We very much acknowledge, appreciate and value the support you give your child. The school/home partnership plays an extremely important role in your child's progress and their learning journey. Thank you

Homework Policy

As a school we have a homework policy to ensure consistency across the year groups. Here are the EYFS expectations.

- Reading their school reading book – A minimum of 4 times weekly.
- Practice reading phonics sheets – A minimum of 3 times weekly.
- Maths White Rose video and practical Maths challenge OR Numbots Maths (alternates) per week.

You will receive links to the Maths White Rose video via Weduc/Tapestry and we would appreciate homework evidence to be uploaded on to **Tapestry**. If you have not signed up to Tapestry please contact your child's class teacher for support.

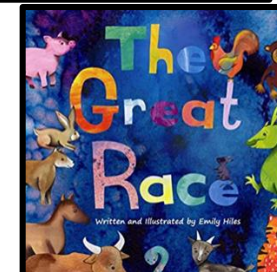
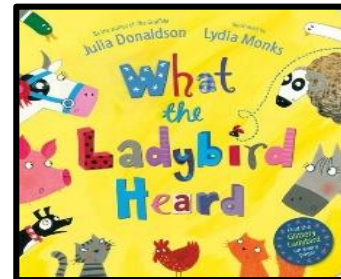
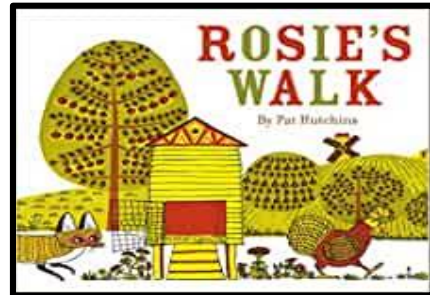
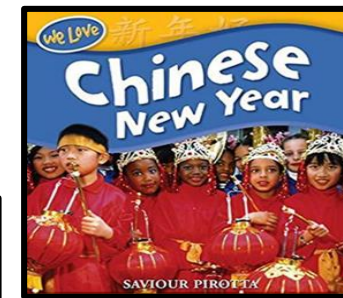
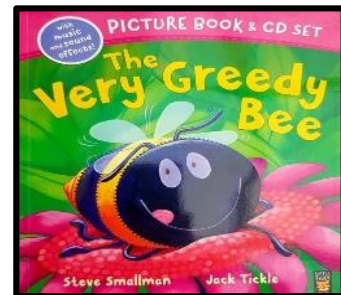
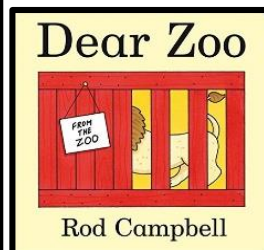
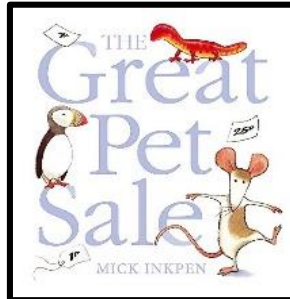
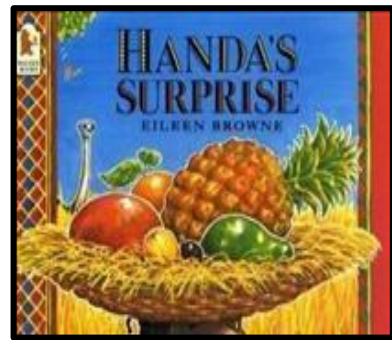
Key Dates:

First storytelling session, inviting parents – Wednesday 15th January at 2.45pm.
Ashend Farm Trip – Thurs 23rd January 2025
Cross Country at Measham – Saturday 1st Feb 2025
'Bring someone you love' breakfast – Friday 14th February (details to follow)
February Half Term – Monday 17th February 2025
Children's Mental Health Week – 3rd March 2025
World Book Day – Thurs 6th March 2025
Class photos – Tuesday 18th March 2025
Red Nose Day – Friday 21st March 2025
Easter break: Monday 14th April 2025

Our learning this half term – Spring 1: Animals



Key Books for Spring 1:



Handa's Surprise by Eileen Browne

This book is all about a little girl called Handa going on a journey to take fruit to her friend as a surprise. But along the way Handa gets lots of different animals taking the fruit from her basket.
Key vocabulary: animal names, fruit names, Africa, continent, tribe

Rosie's Walk by Pat Hutchins

This book will help us to learn how story structure can inform predictions while reading. We will look at the use of prepositions in the story and spatial vocabulary by reenacting Rosie's walk around the farmyard. We will also learn about farm yard animals.
Vocabulary: haystack, mill, beehive, under, over, behind, around, hen, coop

Life cycle of Butterflies

This book will help us learn about the life cycle of a butterfly. We will learn about the life cycle of other insects and animals too and how living things grow and change over time
Vocabulary: pupa, larva, egg, change, grow, adult, insect, species, life-cycle

Possible experiences:

We will be learning about other countries from around the world. We will look at where specific animals live, talking about the detail of what we see in our animal themed books and making connections with our own lives and experience. We will engage in an animals and their young workshop at Ashend Farm in January.

Possible experiences:

We will be able to recall key facts from non-fiction texts and develop and apply communicating, sequencing and spatial reasoning skills as we create and navigate a way to get Rosie the Hen safely home for lunch.

Possible experiences:

We will be learning which animals live in different environments and how they adapt to those environments. We will be able to talk about the life cycle of plants and animals and what they need to survive. We will watch our own life cycle of baby chicks hatching! We will also learn about the author and illustrator Eric Carle and will produce some artwork inspired by his style.

African animals

Farm animals

Mini beasts

Pets



How can you learn at home?

Poems, Games, Rhymes and Songs

Think of as many songs as you can about animals. Maybe you could make an animal playlist. Here are a few suggestions:
Five little monkeys
The animal fair
Old Macdonald had a farm
One elephant went out to play
Five little ducks
Noah's Ark
Down in the Safari

Animal Yoga

Go on an exciting adventure in this amazing animal adventure about a little lion.
<https://www.youtube.com/watch?v=ZvJH8Kbj54>

Pet Science Experiments

Try some of these exciting science experiments at home. Talk about what you think is going to happen and why.
<https://www.sciencefun.org/kidszone/experiments/animal-science-experiments/>

Animal Architect

Design a home for one of your favourite animals.

Visit the Zoo

Edinburgh Zoo has live webcams which you can tune into to see what the animals are doing.
<https://www.edinburghzoo.org.uk/webcams/panda-cam/>

WWF – Nature Explorers

Follow the link below for some great resources to help you to discover nature on your doorstep.
<https://www.wwf.org.uk/discover-natureseek-app>

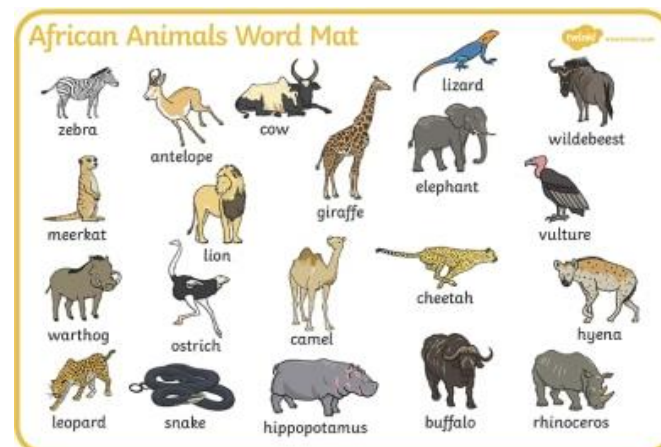
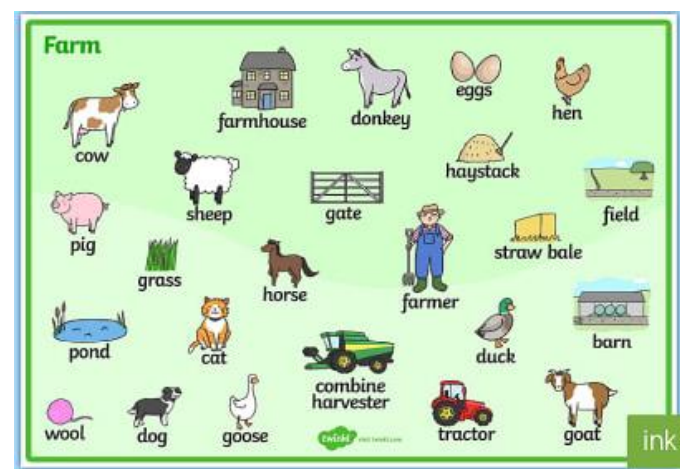
Bedtime stories

Read the story of the Very Hungry Caterpillar by Eric Carle. If you don't have it, you can find a video of the story on YouTube:
<https://www.youtube.com/watch?v=75NQK-Sm1YY>

Ashend Farm

Visit Ashend Farm website to view the virtual tour and the animals we will be exploring when we visit in January.
<http://www.ashendchildrensfarm.co.uk>

Key Vocabulary:



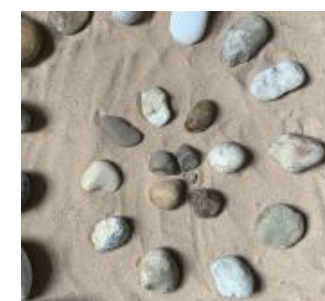
Physical Development: Gross motor and Fine motor Skills

We will focus on threading, cutting, weaving and playdough to strengthen our fine motor skills. Children will begin and continue to form letters correctly whilst holding pencils effectively and comfortably. We will use the nip, flip, grip mantra to make sure the children are holding their pencils correctly. For Gross motor skills children will recognise that actions can have beat, patterns and different speeds. They will perform a wide variety of dance actions and copy, repeat, and perform simple movement patterns.



Expressive Arts and Design:

The children will create moving animals, explore the artists Andy Goldsworthy and Eric Carle. They will create animal patterns such as symmetrical butterflies and be encouraged to select the tools and techniques they need. Throughout the Spring we will also make lanterns, practice some Chinese writing and puppet making, including shadow puppets. We will teach the children different techniques for joining materials, such as how to use adhesive tape and different types of glue.



Personal, Social and Emotional Development:

Children will develop the ability to stay focused for longer periods during whole class sessions. They will begin to follow more complex instructions, develop resilience and persevere when faced with a challenge. Children will work together to complete tasks and projects. They will use taught strategies to support in turn taking. They will learn about others feelings, how to work out how someone else is feeling and how to care for them.



Communication and Language:

The children will be taught to recall key facts from non-fiction texts that we have been reading, including offering simple explanations and opinions using new words that they have learnt. Children will make up their own stories, and we will be teaching the beginning, middle and end story structure. We encourage children to ask questions to check their understanding and find out more.

Maths: Number and Place Value.

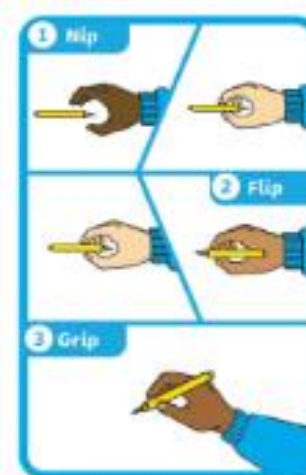
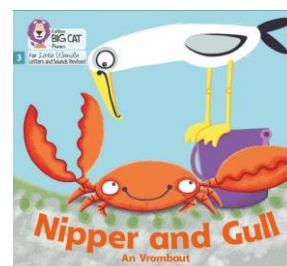
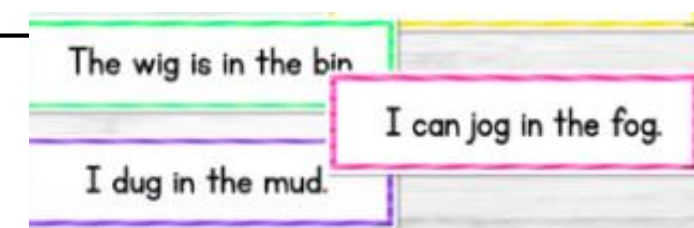
Children will have a deep understanding of numbers 1-8. Children will understand and explore the difference between odd and even numbers. Children will focus on numbers 6, 7, 8, they will make pairs, combine 2 groups, compare length, height and time.



Literacy: Reading

Your child will be taught Little Wandle Phase 3. They will focus on rhyming strings in stories, they will identify characters and settings. We will help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. We will provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Literacy: Writing: Children will begin to write some of the tricky words such as I, me, my, like, to, the. They will also write CVC words, Labels using CVC, CVCC, CCVC words and take part in guided writing based around developing short sentences in a meaningful context. During their continuous provision they will have the opportunity to create story boards, story maps, to write captions and labels and simple sentences.



Our learning this half term – Spring 2: Enchanted Lands & Castles

Key Books for Spring 2:



Castles

Children will use non-fiction books to build focus on vocabulary and language skills, introducing new words with images that support their meaning and include features like a glossary to give children a clear definition of new words.
Key vocabulary: battlements, jousting and drawbridge, moat, portcullis, etc

Enchanted Lands

We will use book containing mythical creatures such as dragons, unicorns, the Gruffalo and the Wild Things! We will attempt to make up our own stories with increasing detail. 'Where the Wild Things Are' is a book about a dissatisfied little boy with a wild imagination. We will use this book to help us realise and acknowledge our own challenging feelings, and how we can help ourselves to feel better – or even overcome them completely.

Come Outside & Seasonal change

These books focus on growth and change. We will discuss the seasons and how these change the environment throughout the year.
Key vocabulary: shoot, stem, bud, petal, roots, healthy, light heat, water, nutrients, plant names, germinate, compost, seasons, change, summer, winter, autumn, spring, weather, etc.

Possible experiences:

We will use 'Castles' to explore lots of non-fiction texts, making real-world connections. We will learn how to identify features of a castle and how castles have changed over time.!

Possible experiences:

We will be encouraging lots of talk and discussion about stories from 'Enchanted Lands', with mythical creatures and the morals within them. We will also be encouraging lots of creativity, sparkles and fire-breathing adventures!

Possible experiences:

As well as stimulus for writing we will use these books to explore growth and change. We will grow our own beans, learning about what plants need to grow and how to keep plants healthy. We will also learn about healthy eating and keeping ourselves healthy.

How can you learn at home?

Story time –

We hope you enjoy this Dragon tale!

<https://www.youtube.com/watch?v=FVw6-4ig7eo>

Let's find out about Unicorns!

https://www.youtube.com/watch?v=tOS5w_44ug4

What did you like about this story? What did you think of Sophie Johnson? What do you know about Unicorns? Could you turn some of your toys into Unicorns too?

Arts & Crafts –

You could spend some time making a Unicorn gift pouch or a Dragon book mark. Watch these videos to help you with your creations!

https://www.youtube.com/watch?v=tOS5w_44ug4

https://www.youtube.com/watch?time_continue=7&v=OvBt2aCRz4&feature=emb_logo

Life-cycle of a flowering plant –

You could grow your own flowering plant and keep a record of the changes you notice. You could upload these to Tapestry to keep us informed.

Watch this bean time lapse video and how it changes over 25 days! <https://www.youtube.com/watch?v=w77zPATVTuI>

Understanding the World –

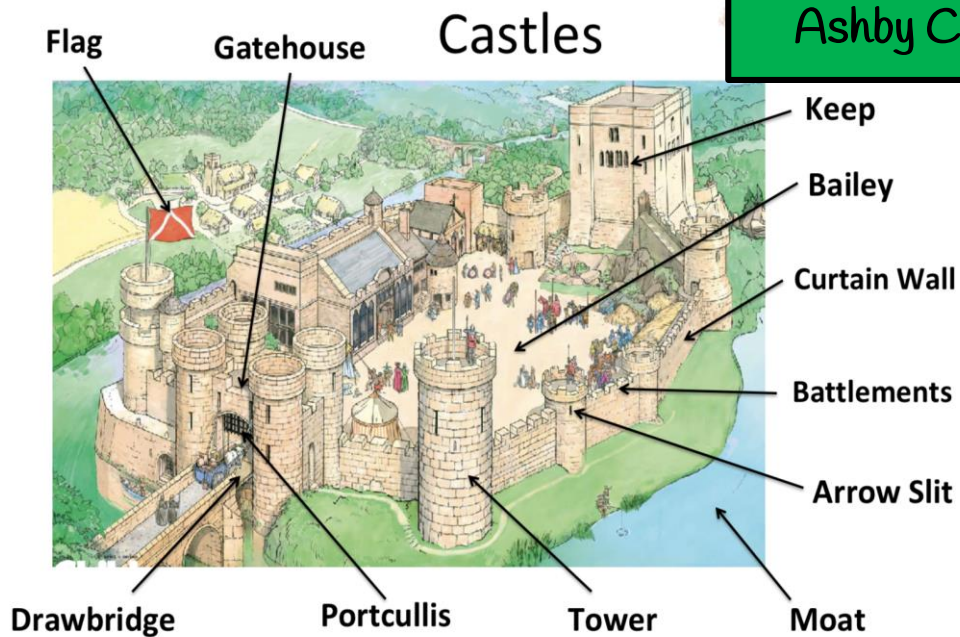
Go for a walk and encourage your child to spot seasonal changes from Winter to Spring. You could even gather some natural materials and make a natural picture!

Castles and Knights

Go on a visit to your local library. Can you find any books about castles or knights? You might find some storybooks or some information books. Which book is your favourite?

<https://www.youtube.com/watch?v=AesgRREuCQI>

Watch the video about different parts of the castle. Can you remember any of the different parts names? What they were used for? (moat, drawbridge, tower, etc).



Ashby Castle



Mythical creatures



LIFE CYCLE OF A BEAN PLANT

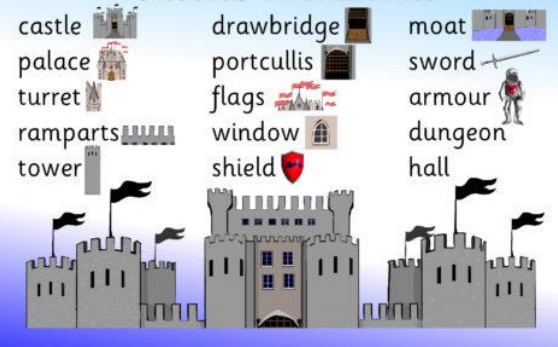


Key Vocabulary:

Can you name these mythical creatures?



Castles Word Mat

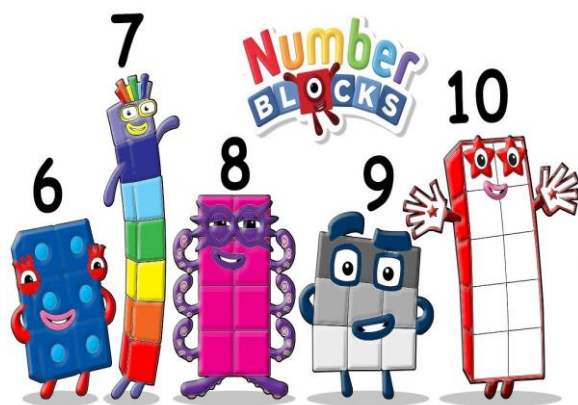


Communication and Language:

Children will be able to tell stories in greater detail, and we will be encouraging children to tell and retell stories with more independence. Children will use new vocabulary confidently to explain and express their opinions. We will continue to explore non-fiction books and texts to develop our understanding and use ambitious vocabulary in different contexts.

Maths: Number and Place Value.

Children will have a deep understanding of numbers 1-10. Children will add and subtract using number sentences. Children will focus on numbers 7, 8, 9. They will learn to build 9 and 10 and focus on number bonds to 10.



$$5-1=$$

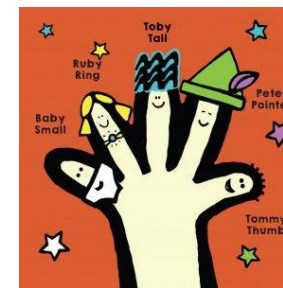
$$5-2=$$

$$5-3=$$

Vocabulary	Definition
Enchanted	A place that is under a spell.
Mythical	Something that is fantastical and imaginary.
Armour	Tough metal coverings which were used to protect the body in battle.
Bailey	A castle courtyard enclosed by a curtain wall.
Drawbridge	A moveable bridge often found at the entrance to a castle or tower surrounded by a moat.
Moat	A deep ditch either dry or filled with water that is dug around the surrounds of a castle. Often used to defend it.
Portcullis	A gate made of wood or metal.
Monarch	Somebody in power, such as a queen, king, emperor or empress.
Medieval	Relating to the middle ages, historical and old.
Coat of Arms	A design/symbol used to identify who you are when you are disguised by your armour.

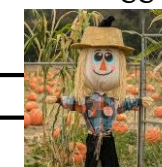
Physical Development: Gross motor and Fine motor Skills

Children will handle tools, objects, construction and malleable materials with increasing control. As always, we will encourage children to draw and 'write' freely as well as exploring dough disco, pen disco and snippy disco. Children will send and receive objects with different body parts and work with others to control objects in space. We will continue focusing on hand-eye co-ordination. We will discuss the importance of a healthy lifestyle.



Expressive Arts and Design:

The children will create Castle models, focusing on using different materials and knowing where different materials come from. Children will be encouraged to explain their creative choices and create different textures using both materials and techniques. Children will be provided with numerous other creative experiences including pastel drawings, printing, patterns on Easter eggs, Life cycles, Sun flowers, mother's day cards, easter crafts, baking and more!



Personal, Social and Emotional Development:

Children will be taught to identify and moderate all types of feelings both socially and emotionally. They will set themselves challenges and continue with activities with sustained concentration. Children will listen to and take on board ideas of others and agree on a solution to compromise. They will begin to get dressed and undressed with more independence.

Literacy: Reading We will look at story structure-beginning, middle, end and encourage children to retell stories to an audience. We will continue to look at fiction and non-fiction books. We will then move on to listening to children read some longer words: 'rabbit', 'himself', 'jumping'.

Literacy: Writing: Children will begin to write some of the tricky words such as I, me, my, like, to, the. Children will be encouraged to develop more independence in their writing and will take part in independent writing alongside guided writing sessions. During their continuous provision they will have the opportunity to create story boards, story maps, to write captions and labels and simple sentences.

