

Early Years Curriculum Newsletter



April 2025



Dear parents,

It's hard to believe how quickly time has flown! The children have already completed two full terms and, as we step into this final term, we're taking time to reflect on everything we've accomplished, celebrate how far we've come and look ahead to what's next—all while making the most of the warmer (and hopefully drier) days!

School Timings

Just a quick reminder that the school gate opens at **8:35am**, the classroom doors open at **8:40am** and school finishes at **3:15pm**. If you arrive **after 8:50am**, please take your child to the school office first - thank you.

Physical Education and Games

This term in PE, the children will be focusing on 'speed and agility' games. Most sessions will take place outdoors, so it's important that your child wears comfortable trainers suitable for running, hopping, skipping, jumping, and dodging.



Our PE kit consists of a white t-shirt, black jogging bottoms or shorts, trainers and the school jumper or cardigan. For health and safety reasons, please ensure that no jewellery is worn on PE days and that long hair is tied back. Children should come to school wearing their PE kit every **Friday**.

Tapestry

Thank you for all your input into Tapestry - it really is lovely to see the collaboration between home and school come through in this way. If there is anything that your child experiences or achieves, please take a quick photo and pop it on Tapestry so we can celebrate with them in school.



Reading

Thank you for your support in reading with, and too, your child. We hope that you are enjoying reading the library books to them and are finding that they can read some of these with you too. Writing in their Reading Records helps us to know what experiences they are having at home.

Both classes are continuing to visit the library on a Tuesday afternoon. Please make sure their library book is in their book bag every Monday to ensure they get changed. You will find information in your child's book bag about their current RWI group, along with some helpful resources to support their reading at home.



Diary Dates

These may change or be added to throughout the course of the term.

Event	Date
Monday 5 th May	Bank Holiday - School Closed
Tuesday 20 th May	Minibeasts and bugs Stay and Play
Monday 26 th May - Friday 30 th May	Half Term - School Closed
Tuesday 17 th June	Trip to Wellington Country Park
Tuesday 8 th July	End of Year Celebration
Friday 18 th July	Last Day of Term

Yours faithfully,

Mrs Carter
Early Years Teacher - Badger Class

Mr Hastings
Early Years Class Teacher - Rabbit Class

Summer

English	<p>We use stories we have heard in our play, acting out characters in role.</p> <p>We confidently answer questions about books.</p> <p>We choose to read fiction, non-fiction and poetry and can talk about why we like them.</p> <p>We can read words using at least 10 "Special Friends" independently.</p> <p>We can read stories that match our phonic ability group.</p> <p>We can talk about what we have read.</p> <p>We re-read stories to build up our confidence, speed and fluency.</p>
	<p>We can write phrases and simple sentences using our phonic knowledge that others can read.</p> <p>We can plan what to write and then write it.</p> <p>We can read what we have written.</p> <p>We can form lowercase letters correctly.</p> <p>We can write simple dictated sentences.</p>
Maths	<p>We have developed a deep understanding of number to 10 including the composition of each number.</p> <p>We can subitise (recognise quantities without counting) up to 5.</p> <p>We can automatically recall (without reference to rhyme, counting or other aids), number bonds to up to 5 (including subtraction facts).</p> <p>We can recall number bonds to 10, including double facts.</p> <p>We can verbally count beyond 20.</p> <p>We can recognise the pattern of the counting system.</p> <p>We can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>We can explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p> <p>We can purposefully choose 2D shapes to make 3D models, for example, triangles and rectangles to make a tent.</p> <p>We can compare and order a range of objects by their size, length, weight or capacity.</p> <p>We can use positional and directional vocabulary themselves to describe positions and movements, for example, in, on, under, forwards, backwards to give directions to others.</p>
Personal, Social and Emotional Development	<p>We are learning to be resilient and can try new things.</p> <p>We are exploring changes in myself and in others.</p>
Understanding the World	<p>We learn about life cycles, with butterflies, frogs and ourselves.</p> <p>We learn about plants, growing from seeds and bulbs, exploring things we grow to eat.</p> <p>We investigate mini-beasts, going on bug hunts and making bug hotels.</p> <p>We consider how we have changed since we started school and what will happen as we transition into Year 1.</p> <p>Summer - seasonal changes and life-cycles of plants and animals</p>
Expressive Arts and Design	<p>We refine our skills with tools such as scissors and dough tools, creating with purpose and intent.</p> <p>We use a range of materials to create props for storytelling and use them in our play.</p> <p>We mix colours with paint and use them to create art that we take pride in.</p> <p style="text-align: center;">Music - Rainbow fish</p> <p style="text-align: center;">We will explore the different sounds instruments produce</p>
Physical Development	<p>Games - Speed and Agility</p> <p>Manipulation and Control</p>
R.E.	<p>Janmastami (Hinduism)</p> <p>Birth of Krishna</p>