



Early Learning Zone Newsletter Term Five

It is hard to believe we are nearing the end of the academic year, we are ready for the rest but this seems to be coming too quickly to say goodbye to our classes!



Word Pots

It has been a welcome return to the word pots in Turtle Class. We have seen a huge benefit to sending these home each week as reading progress is clearly evident. One thing to practise is also writing these words if you are looking for a little extra challenge!

As always, should you need us, our email addresses are:

bovingdonk@greatstoneschool.co.uk
turner@greatstoneschool.co.uk (Mon-Tues)

gorhamj@greatstoneschool.co.uk (Wed-Fri)



School Number: 01797363916

Whilst we will keep you up to date on Class Dojo, no member of staff can respond to messages on here so please do use the emails above.

PE in Turtle Class

PE will take place every Wednesday afternoon for Turtle Class. There are times when Starfish children will also be coming to join us should the activities and games be appropriate! No PE kit necessary for Starfish though!

Our exciting question this term is, "Did the world start with me?" This links beautifully to dinosaurs and space, the world around us and how we all fit into this enormous world peacefully! We will exciting stories from authors such as Oliver Jeffers, Chris Hatfield and more. We have exciting visits from spring animals and a planetarium which should excite the children!

Dates to Remember

Wild Science Visit - 23rd April
Planetarium in school – 29th April
Bank Holiday – 5th May
20th May – Class Photos
13th June – Turtle Class Assembly
27th/30th June – School closed
14th July Year R Vision Screening



Links With Home

We love to see what the children get up to when not in our Early Learning Zone and they enjoy the opportunity of showing their friends. Please add exciting learning to your child's portfolio on Class Dojo so we can share it with them in school too!



Library Books

Please do remember that your child is welcome to take home a library book whenever they like. We love any kind of reading so please do let us know if you would like them to choose a book!

Suitable Weather Clothing.

Please can children all bring to nursery/school a puddle suit, wellies as we love water play during the hotter weather. Can we also ask that children wear sunscreen to school and bring a labelled hat!

Additional Sessions.

Please see Lisa Ashdown in the school office should you wish to make amendments to your child's sessions in nursery. Lisa is amazing at keeping us organised so please do let her know!

Menu

Please keep an eye on Dojo as you will see the weekly menus and can help your child decide what they would like to order each day!

Thinking about starting school...

Although September seems such a long way off, it comes around a lot quicker than we think! If your child is starting school this year, there are somethings to begin to think about:

- Toileting:** Can your child use their independence skills when going to the toilet and washing their own hands?
- **Getting dressed:** Can your child have a really good try at getting themselves dressed?
- **Shoes:** Can your child put on their own shoes and socks?
- **Does your child enjoy sharing a story?** This might be you reading it or even the child using the pictures to tell their own, wonderful, imaginative stories! Starfish would love pictures of you and your child sharing stories at home for their display!
- Does your child recognise (not write) their own name when printed?

At the end of Turtle Class, we are required to consider your child's Early Years Profile and whether they have reached "A good level of development". Earlier in the year we provided some information related to this but it is a good time now just to consider it all once again. In order to reach this point, children will be confident in the following:

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple 24 sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Numbers Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>

It is important to remember that children are all individuals and will demonstrate these skills in their own unique way, which is why we believe allowing them to lead their own learning through play is vital. In this way, we are creating children who want to learn and will be learners for life!