



## F2 Spring 1 Newsletter 2025



Welcome back after a very well deserved Winter break! We hope that you and the children have all had a fantastic rest. Here is the first Spring Newsletter to give you an idea of what your children will be doing during this half term. Our topic is going to be looking at comparing localities in a particular town and country but we will also think about the Arctic and Antarctic. We would also love to hear about your interesting jobs. If any of you have jobs, such as doctors/ nurses, firefighters, police officers or military, please let us know and we can invite you in to share some exciting facts about your job with both the F1 and F2 class. At the bottom of this newsletter you will find brief details of what we will be covering within the EYFS areas of learning and development.

The routines within F2 will remain the same this term. Our PE lesson remains on a Thursday, so please ensure that your child's PE kit is in school for then. You may want to remove earrings or other jewellery that day as we have to cover them with tape. It is also essential that your child's PE kit and uniform are clearly named, as items can so easily go missing. This does include socks! We will continue to give the children's class reading book out on a Friday and collect them on a Wednesday. Hearing your child read at home does make a difference to their progress in school. Remember talking about the pictures is very important as this helps the children to develop their comprehension skills. In phonics, we will continue to learn more sounds called digraphs which are two letters that make one sound. I will send out details of these weekly. Practising spotting these digraphs in words and asking your child to say the sounds will be really beneficial.

We would also encourage you to spend time talking to your children as much as possible about things that interest you and them as well as the world around you. This has incredible value as it promotes the children's understanding of the world, builds vocabulary and helps them develop more sophisticated sentence construction. Talking about what you will be doing is also vital in helping the children to correctly use the future tense.

The children will also continue with their trip to the Library every Wednesday. They take their time to browse the library and choose a factual or a fictional book that they take home and share with you. Please ensure the library books come to school on Thursday. We are encouraging the children to select a different book each week but they can always renew a book they have enjoyed.

A big thank you to all those people who have donated items to the class already. If you would like to donate something, this term we would appreciate the following:

- Pom poms
- Googly eyes
- Matchsticks
- Pipe cleaners
- Wool or ribbons
- Any craft materials
- Bubbles or bubble mixture
- Cream of tartar
- salt (we use lots making playdough)

Thank you to all the parents who contributed with comments about children's learning at home on Tapestry. It is lovely to read about all the exciting things children are doing and home.

Just a reminder, the children need to wait at the gate until 8:40. It is open earlier for the preschool students who arrive between 8:30 and 8:40.

Kind Regards  
The Foundation Team

**Prime Areas of Learning**

<p align="center"><b>Personal, Social and Emotional Development</b></p> <p>Confidence and Emotions</p> <ul style="list-style-type: none"> <li>• I can consider the feelings of others.</li> <li>• I can show resilience and perseverance in the face of challenge.</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• I can congratulate other children in their achievements.</li> <li>• I can offer help when another child needs it.</li> </ul> <p>Rules and Responsibility</p> <ul style="list-style-type: none"> <li>• I can follow the classroom rules.</li> <li>• I can complete jobs for the benefit of the class.</li> <li>• I can tidy up after themselves.</li> <li>• I can take turns.</li> <li>• I can share resources.</li> <li>• I can manage basic needs.</li> </ul>	<p align="center"><b>Communication and Language</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• I can understand why it is important to listen.</li> <li>• I can listen attentively to stories of varying lengths.</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• I can learn new vocabulary.</li> <li>• I can listen to and discuss non-fiction texts.</li> </ul> <p>Speech and Language</p> <ul style="list-style-type: none"> <li>• I can articulate ideas and thoughts clearly spoken sentences.</li> <li>• I can connect one idea or action to another using but.</li> <li>• I can describe events in some detail.</li> </ul> <p>Questions and Instructions</p> <ul style="list-style-type: none"> <li>• I can ask questions to find out more or check their understanding of what has been said to them.</li> <li>• I can follow instructions with three steps</li> </ul> <p>Social Talk</p> <ul style="list-style-type: none"> <li>• I can develop social phrases for social greeting.</li> </ul>	<p align="center"><b>Physical Development</b></p> <p>PE</p> <ul style="list-style-type: none"> <li>• I can travel in different ways.</li> <li>• I can make tuck, star and straight shapes.</li> <li>• I can hold a simple balance.</li> </ul> <p>Gross Motor Strength, Movement and Control</p> <ul style="list-style-type: none"> <li>• I can be out of breath at least once a day.</li> <li>• shoulders. (upper arm strength.)</li> <li>• I can rotate lower wrists independently. (upper arm strength.)</li> </ul> <p>Fine Motor Tools</p> <ul style="list-style-type: none"> <li>• I can cut lines and large curves.</li> <li>• I can use tap-a-shape.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• I can use a comfortable grip when holding pens and pencils.</li> <li>• I can form letters correctly.</li> </ul> <p>Independence and Health</p> <ul style="list-style-type: none"> <li>• I can start to do up and undo a zip with support.</li> <li>• I can start to dress and undress with support.</li> <li>• I can use the toilet independently.</li> <li>• I can wash hands independently.</li> </ul>
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**Specific Areas of Learning**

<p align="center"><b>Literacy</b></p> <p>Phonics - Level 3</p>	<p align="center"><b>Mathematics</b></p> <p>Comparing Mass Comparing Capacity</p>	<p align="center"><b>Understanding the World</b></p> <p>Animal observation Different jobs</p>	<p align="center"><b>Expressive Arts and Design</b></p>
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<p>Class Reading, Guided Reading and Individual Reading</p> <ul style="list-style-type: none"> <li>• I can listen to stories with enjoyment.</li> <li>• I can retell a story from the pictures.</li> <li>• I can identify the main characters.</li> <li>• I can predict what might happen next in a story.</li> <li>• I can identify the important events in stories.</li> <li>• I can say what they like and do not like in stories.</li> <li>• I can identify, explain and use new vocabulary</li> <li>• I start to read simple sentences matching my current phonetic knowledge.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• I correctly form most lower case letters.</li> <li>• I write words matching their current phonetic knowledge.</li> </ul>	<p>Length and Height Time Numbers to 10 (understanding concepts such as subitising and composition)</p>	<p>Comparing localities Programming New Year and Chinese New Year</p>	<p>Developing storyline in role play Performing music Different ways of drawing Printing Antony Goldsworthy</p>
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