



Busy Bees — Summer Term 2025

Welcome back! We hope you had a restful Easter break and you are ready for lots of fun as we move into the Summer term.

Details of our topic activities can be found further along this letter. They will provide lots of learning experiences which we hope the children will enjoy.. The adults will continue to observe the children in a range of self-initiated and adult led activities to assess their stage of development. This ensures the learning and play activities will aid and support learning.

Forest school activities will resume on Tuesday afternoons. We will also do PE activities on Thursday afternoons with Time4Sport and we are hopeful that the weather will be kind do children can also enjoy further balance bike sessions. Please make sure children are dressed accordingly in appropriate clothes, with suitable footwear and outerwear. As the weather gets warmer less waterproof clothing may be required, however as the weather can change during the day we ask that children be prepared for various eventualities.

Please check your child's Home-School diary regularly for any messages and check the school website for additional information and updates about our learning.

Please keep sending your Proud Clouds in — we love to share them! If you need more please get in touch.

Thank you,

Mrs Griffin and Mrs Jones

Any Questions ?

A member of staff is always available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

Medical Issues

Please inform a member of staff if your child's medical status should change. For example the need for an inhaler or development of an allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.



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During the term the following objectives will be covered:

Communication and Language

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver."

Personal, Social and Emotional Development

- Talk with others to solve conflicts
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.

Physical Development

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Prime Areas



During the term the following objectives will be covered:

Specific Areas

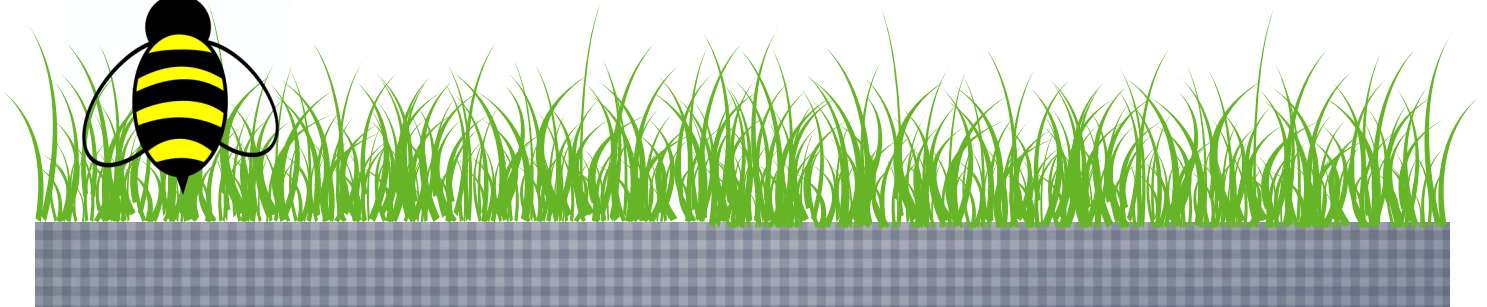


Literacy

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematical Development

- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



All Saints CE (VC)
First School
&
Busy Bees Pre-
school

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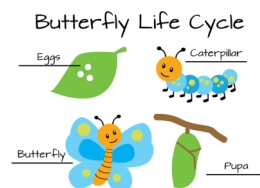


Learning Questions

Summer Term First Half

What's in a Lifecycle?

To explore this theme we will be building on some lifecycle activities we did before Easter, exploring lifecycles of other creatures and plants. We will look at what the stages of various lifecycles are called and how the creatures or plants change during their lifecycle.



Summer Term Second Half

Are All Minibeasts Scary?

We will talk about and observe differences between minibeasts and think about where they live. We will look at what they eat and what we mean when we say they can hide, as well as why they do this.



Physical Development

Our PE lessons will take place on Thursdays. Please can children come in wearing their PE kits, with earrings removed on this day.

Forest School

Forest School will be on a Tuesday afternoon. Please be mindful of the daily weather forecast and how changeable it can be. Children should come suitably dressed in WARM, WATER-PROOF LAYERS with suitable waterproof gloves too. As the weather gets warmer children will need to have an appropriate hat and wear once-a-day sunscreen. It is especially helpful, as part of children's selfcare and dressing skills, if they can put their own kit on independently, so please practice self-dressing skills where possible.

Please make sure all kit is named so it can be returned if misplaced.



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