



Healthy Schools
Healthy Futures



ALL SAINTS C.E. (V.C.) FIRST SCHOOL & BUSY BEES PRE-SCHOOL

Headteacher: Mr. D Elliott-Hancock

Caring, Succeeding, Flourishing, whilst carrying our values in our HEARTS
I can do all things through Christ because he gives me strength. Philippians 4:13

Cherry Class (Reception) — Spring Term 2026

Welcome back! I hope that you all had a fantastic Christmas break and you are ready to start the new term.

This term will be as busy as ever and we will keep you updated as the term moves along.

Mrs Jones in Busy Bees will see your children daily, and she will also be doing Forest School on a Tuesday afternoon.

Our topic activities will hopefully provide lots of fun learning experiences and more information about these can be found over the next couple of pages. 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 provided will aid and support their learning.

The links between home and school are especially important in the Early Years.

Thank you,

Mrs Griffin

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.

Any Questions?

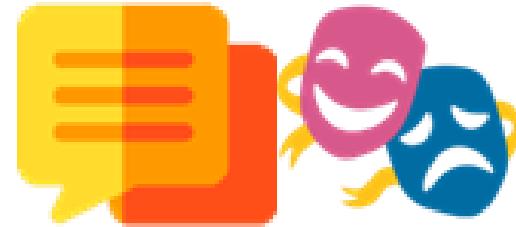
I am available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

During the term the following objectives will be covered:

PRIME AREAS

Communication and Language

- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words



Personal, Social and Emotional Development

- Build constructive and respectful relationships.
- Think about the perspectives of others
- Show resilience and perseverance in the face of challenge
- Manage their own needs.
- Further develop the skills they need to manage the school day successfully: -lining up and queuing - mealtimes -personal hygiene
- See themselves as a valuable individual
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.



We will explore the Entrust units Me and My Safety (Spring A) and Happy and Healthy Me (Spring B) during our discrete PSED lessons



During the term
the following
objectives will
be covered:

PRIME AREA



SPECIFIC AREA



Physical Development

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



Our PE lessons with Time4Sport will take place on **Thursdays**. During Spring A the theme will be Gymnastics. In Spring B the theme will be Dance.

Children are able to come in wearing their kits on Thursdays for PE sessions.

Long hair should be tied back and all earrings are removed on this day.



Forest School

Forest School will be on a **TUESDAY AFTERNOON**. Children should come dressed in **WARM, WATERPROOF LAYERS** with suitable waterproof gloves too. It would be useful if children can put their own kit on so please practice self-dressing skills where possible.

Mathematical Development

- Counts objects, actions and sounds
- Can subitise
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers.
- Explore the composition of numbers to (3).
- Continue, copy and create repeating patterns.



We follow White Rose Maths to develop a deep understanding of numbers, to recognise the pattern of the counting system, compare quantities and recall number bonds to 5 in a flash!

During the term the following objectives will be covered:

SPECIFIC AREA



Collins hub



Literacy

Word Reading

- Develop their phonological awareness
- Able to complete a rhyming string.
- Begin to identify how many sounds are in a word.
- Can supply words with the same initial sound for single sounds.
- Recognise all taught Set 1 sounds including some digraphs.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.



Comprehension

- Answer questions about a text that has been read to them.
- Begin to predict what might happen next in a story.
- Begin to use modelled vocabulary during role play for example in the Small World.
- Seeks familiar texts or stories to re-read in the book area.
- Requests favourite stories and poems for example during Vote for a story.

Vocabulary Focus

We will continue to develop a language rich environment and make learning new words fun by playing word games and singing songs. We will also develop the children's understanding of key concepts.

We follow the Little Wandle Letters and Sounds programme for Phonics and Literacy Tree for English. Updates about our learning will be sent out weekly when we begin the sessions.

Later in the term we will begin our shared reading sessions. Collins Hub e-books are used in class and then links to access these are sent home. These link closely to our Phonics programme. PLEASE READ THESE BOOKS REGULARLY WITH YOUR CHILD (at least 3 times each week) Regular reading promotes confidence and fluency and encourages strong readers of the future. A reading diary will be provided so you can note when you have heard your child read at home. Please also include any other story times or reading you have done with your child as we love to see this too!

During the term the following objectives will be covered:

SPECIFIC AREAS



In **Understanding the World** we will explore the units:

Spring A:

Habitats, including polar regions, rainforests and deserts.



Spring B:

Woodlands, minibeasts, Spring and Easter



Through learning about these themes we will show curiosity about the world around us, making links to make sense of the world.

We use Oak National Academy to support our learning.

In **Expressive Art and Design** we will develop skills in drawing, painting, collage., and sculpture. We will find new ways to do things and choose different ways to do things, test ideas and change our approach when needed.



Through music and dance we will be able to notice pulse and rhythm and keep a steady beat. We will explore different instruments and develop musical ideas through song and dance. We use Sparkyard to support our learning in Music.



In **Religious Education**, during the first part of the term we will investigate the learning question: **Why are some books and stories special?** We will develop an understanding that the Bible is a very special book for Christians and we can read stories about God and Jesus in it. We will then compare this to the stories in the Qur'an to support our learning that stories can teach things to people. We will learn that Christians believe Jesus told stories to teach important truths to people and these are called Parables. We will become aware that there are other faiths that have lots of stories that teach people, for example Islam.

After half term we will explore the question: **Why do people put a cross in an Easter garden?** This question will enable us to *learn the story of Easter*. As we become familiar with the way in which some churches mark the death of Jesus we will learn about the cross being a symbol for Christianity.



As a distinctly Christian school we will become familiar with attending church, sharing daily prayers with confidence and knowing how people celebrate different religious festivals including those from other faiths.

We follow the Staffordshire Locally Agreed Syllabus, alongside Understanding Christianity and the Puddles series of books to enjoy our learning in RE.



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