

Communication and Language

Our learning around sound will focus on **rhyme** and **alliteration**. We will use games, songs, and rhymes to explore **phonemes**, particularly for our first initial. We will continue to use our **manners** at snack and lunch times, extending our language to, for example, "Please may I have an apple?" and "Nothing today, thank you." We will encourage joining in with **refrains** and **repeated language** in longer stories and rhymes, model predictions about how a story might end, and work on '**active listening skills**' – look at the person who is speaking, and wait until they've finished before taking a turn to talk.

Personal, Social, and Emotional Development

We will continue to identify and discuss our emotions and feelings, including what we might do to express them, using our Colour Monster check-in board. We will introduce stem sentences to have shared language to help maintain personal boundaries and resolve conflict in our relationships, with adult support: "I don't like it when you _____; please _____." "I'm sorry I _____; I will _____ instead."

Physical Development

Gross motor skills will continue to be challenged in our adventures in the Wildlands this term on as many Mondays, Wednesdays, and Fridays as possible. We hope to develop our mud pit on these days – if you have any old buckets, child-sized spades, bowls, pipes, etc we would love to take them off your hands! We will continue to use **fine motor** trays to engage the muscles in hands. In P.E., we will be working on developing our ball skills.

Term dates 7th January - 13th February 2025

Please could your child bring a **water bottle, change of clothes, waterproof coat, and wellies to school each day. Our library day is Tuesday – please return their previously borrowed book(s) by then so we can choose a new one to take home. Any concerns, questions, successes or suggestions, please do come and share with us! We would love some family photos to make a preschool family album – please email them to the school office: admin@wellingtoneagles.org.uk**

Understanding the World

We will use the topic of **On the Move** to investigate different **types of transport** and how they move. We will have opportunities to **sort** vehicles by different criteria, explore how a vehicle's movement is impacted by different circumstances, and **label** different parts of a car and a bike. We will attempt to improvise a new song based on "The Wheels on the Bus." (The Pedals on a Bike? The Engines on a Plane? Suggestions welcome!)



Preschool

Literacy

This term, we are going to be enjoying books about polar regions, winter, and Christmas. We will continue to use our **felt board** to help us **retell** some of these stories, and we will add in some puppet play too. You can support at home by **reading and discussing books** with your child daily. Every Tuesday afternoon, we go to the school library, where the children chooses a book to take back to class. This term, we hope to send that book home along with a reading record for you to record the books that you read with your child. Please ensure the library book is returned the next Monday or Tuesday, ready for the children to pick another one.

Expressive Art and Design

We will continue to add to our ever-growing repertoire of songs and rhymes during this term. We hope to provide junk modelling opportunities this term, following the success of our den and igloo building. (If you have any recycling that we could use – boxes, kitchen roll or crisp tubes, egg cartons, etc, please do donate them.) We will also continue our baking adventures in the food tech room, adding in new cooking and baking skills and consolidating those we have already learned.

Maths

In this term's learning, we will continue to **subitise to 3**, and moving and labelling 1, 2, and 3. We will continue to look at and play with **patterns** and **sequences**, and will use our self-registration board to work with 5 frames, with a particular focus on the numbers 1, 2, and 3. We will make some obstacle courses in order to use positional language: over the bridge, through the tunnel, around the cones.

Play games with two instructions in them, for example:

- Get a cushion and balance it on your head...go!
- Find your teddy and put him on top of the table...go!
- Jump three times, then clap two times...go!

Get your child to challenge you too, by making up instructions for you to follow.

Things to try at home.

Try to narrate or retell a story you have just read together – what happened at the start of the story? “I remember that there was a little mouse strolling through the woods, do you remember what happened next?”

Use chalk or paintbrushes to draw circles on the ground outside (bonus points for going in an anti-clockwise direction).

Looking at the cover of a book, ask what your child thinks the story might be about.

Practice writing the first initial of their name.

Throw and catch a balloon with outstretched arms.

Ask your child to predict what might happen at the end of their library book.

Identify numerals 1-3 on the journey to and from school – “I see a ‘2’ on that door,” “There’s a ‘3’ on our car registration plate,” “What do you notice?”