

Arum Class Newsletter
Spring 1 - January 2026

Dear Parents and Carers,

Happy New Year and welcome back to school. We hope you enjoyed the Christmas holiday and had a restful break. Thank you for all your lovely gifts, comments and cards, we really do appreciate it and are incredibly grateful.

Nativity
We were very proud of the children at the end of last term. Despite being tired they performed brilliantly in the Nativity at the church. We hope you enjoyed it too.

Term 3 Quest
Our research question this term follows a Communication, Language and Literacy theme.
It is…

'What makes a Super Story?'

Our learning will be based around the amazing books by Julia Donaldson, starting with The Gruffalo. We have changed our role-play area to the Gruffalo wood, and we are hoping the children will create lots of exciting adventures in there. We hope your children enjoy hearing them and exploring the exciting settings, morals and characters with her books.

Phonics
This term we will continue with our daily Little Wandle phonics sessions. Thank you to everyone who came to our phonics sessions, we hope you found these useful. Please look at our class page on our website for more information. We will be learning new phonemes and tricky words each week, so please continue to use your black phonics book to practise new learning at home. These will be updated every Thursday. Each sheet contains the new phonemes (sounds) and tricky words (which are non-decodable, so your child must learn them by sight recognition). You could play simple games, like snap, bingo or hide and seek, to support this.

Shared Voice Books
The Shared Voices (yellow) Books have been a huge success, and the children are very keen to share their experiences. It is a real privilege to see and share the children's home experiences and it provides a wealth of learning, addressing some aspects of our communication and language curriculum. Please can we ask everyone returns them within the first two weeks back. All the children were very patient last term waiting to have a turn.

Wow Certificates
You will have noticed us giving out 'Wow Certificates' in class to help celebrate special moments that often happen in a child's learning – for example being kind to a friend, showing resilience when completing a tricky task or exceptionally good learning. The certificates will be displayed on our Wow Board in the classroom, and you will receive a photocopy to keep at home. Please celebrate your

child's achievements with them. Equally, if your child does something amazing at home, please send in a completed wow certificate which your child can share with us. We will send some home for you to use.

Personal Belongings
One of the areas the children are developing this term is to be able to manage their own things. Please can you support your child with this at home by encouraging your child to pack their bag with their snack and water bottle and to remember to bring their own book bag daily.

PE
This term, PE continues to be on Wednesday and Thursday mornings. Please ensure your child has a full PE kit in school for those days and if your child comes home wearing it please return it asap or send in some other items they can wear for PE. Sadly, we have no spare PE clothes for anyone who has forgotten their kit, and this can sometimes unsettle children. If anyone has any spare shorts for PE, we would be very grateful of them, many thanks. The children are amazing at getting undressed and dressed for P.E so thank you for all your support with this at home. Please continue to encourage your child to dress independently.

School Arrival
A polite reminder that school opens at 8.40am and the children need to be in and settled ready for register. Our first session before doing the register is handwriting and it is important that everyone is in on time and able to participate fully. If you come to school late, please don't worry but take your child to the office, many thanks.

If you ever have any questions or concerns, please do not hesitate to arrange a time to come and see us, after school hours, we are always happy to talk and listen.

Best wishes

Laura and Suzanne

LEARNING FOCUS AREAS

The following section describes the focus areas of learning for the class during this first half of the Spring term.

Our new quest will be developed around the different areas of learning within the Early Years Foundation stage curriculum:

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Begin to consider the feelings and perspectives of others.
- Setting goals and talking about how to reach these goals.
- Showing resilience and perseverance in the face of challenge.
- Independently managing belongings and selecting own resources.
- Begin to resolve conflicts by learning how to compromise and negotiate, with adult support.
- Playing games in a group.
- Taking turns and sharing

COMMUNICATION AND LANGUAGE

- Listening and being attentive in different situations.
- Following instructions containing sequencing words (e.g., first, next, last).
- Begin to understand some questions.
- Exploring and expanding on vocabulary; learning new words and using them independently.
- Developing story language.
- Developing and creating individual stories.
- Listening to and talking about stories &different books – talking about characters and settings, retelling stories.
- Speaking confidently, in sentences and using conjunctions, within a small and large group.
- Talking about Shared Voice book and asking/ answering questions related to those experiences.

LITERACY

- Sharing a range of stories and information books.
- Answering questions beginning why in response to stories read and heard.
- Sequence and retell stories through pictures.
- Describe story settings and characters.
- Giving alternative words which have the same meaning/exploring vocabulary.
- Reading a range of sight words confidently and apply knowledge in reading.
- Blending and segmenting to read and write.
- Developing handwriting; forming recognisable letters.
- Writing words, representing sounds I have heard.
- Developing oracy to aid writing.
- Learning to write lists, simple phrases and sentences using my phonic knowledge.
- Independent writing for a range of purposes.
- Drawing club.

MATHEMATICS

- Subitising.
- Counting accurately objects and accurately.
- Exploring the composition of numbers up to 10, missing numbers in calculations. Understanding what zero means.
- Comparing numbers/amounts, using vocabulary of more/less.
- Using objects to solve addition calculations.
- Exploring doubling, odd and even.
- Comparing mass, capacity, length, and height. Use vocabulary associated with time (days of the week, parts of the day, months of the year).
- Using mathematical vocab and language to explain reasoning.

UNDERSTANDING OF THE WORLD

- Observe and discuss seasonal changes and how it affects the natural world.
- Make comparisons between communities and environments to the one I live in.
- Make comparisons related to the past and present through stories and experiences.

RELIGIOUS EDUCATION

- Discussing and finding out about special places for different religions

PHYSICAL DEVELOPMENT

- Developing children's core strength, balance, agility, and co-ordination.
- Developing large motor skills – travelling in different ways on gymnastic equipment, refining movements.
- Use a variety of tools, eg cutlery, different sized paintbrushes, developing confidence.
- Developing writing recognisable letters using the tripod grip.
- Draw with a specific purpose, adding details.
- Use fastenings like buttons and zips (clothing and coats), putting on gloves independently.
- Using scissors accurately.

EXPRESSIVE ARTS AND DESIGN.

- Explore different techniques for joining materials, including stapler, hole punch.
- Mix my own colours talking about the colours I have made.
- Explore using different gradients of pencils.
- Use malleable materials for distinct purposes.
- Developing narrative in play/story language/own individual stories.
- Listen and respond to distinctive styles of music.
- Sing a variety of new and familiar songs.