



## Busy Bees – Summer Term 2024

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 Friday mornings as usual. We will continue to do PE activities on Thursday afternoons, with Mr Clarke from Time4Sport so please make sure children are dressed accordingly in appropriate clothes, with suitable footwear and outerwear. Less waterproof clothing may be required this term however, as the weather can change during the day we still like children to be prepared for various eventualities.

Please check your child's Home-School diary daily for any messages and check the school website regularly 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 Abbotts

**Dyslexia** friendly  
Healthy Schools  
Healthy Futures

Outstanding  
SIAMS  
2018

★ Stonewall  
SCHOOL  
CHAMPION

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BIG LOTTERY FUND



### 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.

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)  
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## Learning Questions

### Summer Term First Half

#### Who can I ask for help?

To explore this theme we will be looking at what a superhero means to us, then thinking about what real-life superheroes do. We will investigate particular occupations including the emergency services.



### Summer Term Second Half

#### Why do we like to be beside the seaside?

We will compare features of environments and explore impact of human behaviour on beach and sea habitats. We will observe marine life and think about how they survive.



### Physical Development

Our PE lessons will take place on Thursdays. Please can you make sure that the children have their PE kits in school and all earrings are removed on this day.

### Forest School

Forest School will be on a Friday mornings. Please be mindful of the daily weather forecast and how changeable it can be. Children should come suitably dressed in WARM, WATERPROOF 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 self care 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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