

### Communication and Language

As we learn new **vocabulary** around **farms, lifecycles, and animals**, we will be encouraging the children to use those new words in other situations, for example building a farmyard with the blocks and naming the areas – pigsty, chicken coop, meadow – and continuing on from last term’s topic of vehicles, naming the machinery that might be seen on a farm – combine harvester, trailer, crop sprayer, and bailer. We will continue to 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, waiting 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 and sensory spot. We will also continue to support the children in **conflict resolution** through the stem sentences introduced last term: “I don’t like it when you \_\_\_\_\_; please \_\_\_\_\_.” “I’m sorry I \_\_\_\_\_; I will \_\_\_\_\_ instead.” This term will also have a focus on **dental hygiene**: we will discuss tooth-healthy food choices, and the importance of brushing our teeth.

### Physical Development

As the weather (hopefully) improves, our **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 plant some seeds this term, to continue our investigations of plant lifecycles, which will involve using spades, wheelbarrows, and rakes in The Wildlands. We will continue to use **fine motor** trays and playdough to engage the muscles in hands. In P.E., we will be working on developing our **dance skills**.

Term dates 23<sup>rd</sup> February - 27<sup>th</sup> March 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

This term, our topic is **On the Farm**. We will discuss different types of farm – including arable and livestock. We will explore lifecycles by **planting seeds**, and we hope to have an **egg incubator** to watch some chicks hatch. Through these activities, we hope to foster an understanding for the need to **respect and care** for our **environment** and for all living things. We will look at different occupations associated with farming, and hope to visit a farm at some point in the school year.



Preschool Curriculum Overview  
Spring 2

### Literacy

This term, we are going to enjoy books about **farming and life cycles**. Last term, the children showed real interest in recognising the **sounds** and the corresponding **letters** at the start of our **snack options**: b (banana), a (apple), p (pear), o (orange), c (carrot), and r (raisins), so we will continue to listen for beginning sounds and gently introduce them to letters that interest them, and start to segment sounds in short words. We will continue to focus on **alliteration** and **rhyme** through songs, rhymes, and activities, slowly preparing the children for future decoding and reading. If you have any **poetry** suggestions around the topic of animals, please share, we will be starting with **Ooey Gooley**, and **Little Mousie Brown** – hopefully the children will be able to recite them by the end of the term!

### Expressive Art and Design

We will continue to add to our ever-growing repertoire of songs and rhymes during this term. The **junk modelling** area continues to be wildly popular, so if you have any junk, especially large boxes and tubes, then please consider **donating** them to our class instead of to your recycling bin! We will 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 work with **quantities and numerals 1-3**, and we will start to **take and give 1, 2, and 3** – laying the foundation for addition and subtraction in Reception. We will continue to look at and play with **patterns and sequences, compare and sort** collections, will use our self-registration board to work with 5 frames, and will use positional language to direct our friends in some games.

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.

Emphasise the beginning sound of some words – their name, foods, or favourite toys, for example.

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?”