



## Bumblebee's News Letter

### Term 6



A warm welcome back to Term 6! We hope you have all had a lovely, restful break.

This term in Preschool our topic is 'Splish, Splash, Under the Sea!' where we will be immersing ourselves into the world of under the sea stories where we will get to know new characters and follow their adventures

Children will learn through the seven areas of the Early Years Foundation Stage (EYFS) Curriculum using a cross curricular means which will be delivered in a variety of adult directed, and child led activities, and through our play based continuous provision.

#### **Personal, Social, Emotional Development (PSED)**

Children will learn under Jigsaw piece 6- Changing Me . They will explore the following-

- Name parts of their body and how they show respect for themselves.
- Name some things they can do and some food that they can eat to be healthy.
- Understand that we all start as babies and grow into children and then adults.
- Growing Up
- Growth and Change
- Fun and Fears
- Celebration

#### **Ideas on how you can support at home-**

Talk about, and make healthy foods together. Show pictures when they were a baby and toddler and discuss changes that happened. Show pictures of when family members were younger and discuss the changes. Talk about changes that happen in everyday life such as moving house, or the changes that happen when you go on holiday, emphasising that these times are exciting times. Link these changes to the transition to school.

#### **Communication and Language (CL)**

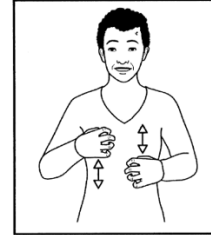
Communication and language development underpins all we do. Children will always be encouraged to talk freely during individual learning time, group activities, or one to one. This term children will be asked specific questions relating to our topic.

These include-

- Can you tell me something you know about the seaside?
- What creatures are found in the sea?
- What foods can we eat at the seaside?

#### **Sign of the term:**

EXCITED



Clawed hands (palms back, pointing in) against upper chest, alternately move rapidly up and down while maintaining contact with chest.

### **Ideas on how you can support at home-**

- Give your child plenty of time to talk about things of interest, as well as listen to conversations in the home. This will show them how normal conversation rules apply, such as pauses, not interrupting others during conversation, and will give value to their voice and opinion.
- Read familiar and new stories or let your child make up a story using a picture book or puppets. This will be great for increasing vocabulary. Encourage your child to discuss what has been read or what they have read.
- Ask them plenty of questions about the characters to help develop their reading comprehension, including questions where retrieval of information is required ("What did Cinderella leave behind at the ball?") as well as questions that rely on inference ("How can you tell that the ugly sisters don't like Cinderella?") and also questions that rely on deduction ("How do you think Cinderella feels about being left at home?").

### **Physical Development (PD)**

Physical development encompasses a range of both fine motor and gross motor skills. It also covers the awareness of the need to keep safe and healthy. This term we will continue working on scissor skills, writing our names, and moving our bodies in a range of ways during PE.

This year in Bumblebees our mission has been to ensure all children are ready for their school journey next year. The transition process to Reception has begun, so it's vital that your child has independence (or is beginning to) with toileting, putting on, taking off and fastening coats and shoes. If you need support with toilet training please speak to a member of the Bumblebee team. Please continue to practise all of these skills at home.

### **Ideas on how you can support at home-**

Children carrying their own bags/toys etc if on a day out or visiting someone.  
Encouraging to wash hands independently with soap and showing how to dry hands properly.  
Practise putting their own coat on and taking it off. Encouraging to zip up or popper their coat up.  
Threading beads or cotton reels onto string or string through hole punched card.  
Playing with playdough- kneading, rolling, and poking.  
Pushing coins through slots made in empty containers.  
Loom bands stretched over a peg board- These are easy to make with a piece of wood and nails.  
Baking- Making bread, stirring the cake mixture.  
Chalking on the floor.  
Sweeping up/moping  
Going to the park  
Riding a bike or scooter  
Swimming  
Drawing  
Writing their name using a name frame and then freely without the frame.

### **Maths (M)**

Maths lessons will begin to build the foundations of each child's understanding of number and maths vocabulary.  
This term in Maths we will learn about-

Consolidating our knowledge of numbers to 5 and looking at what comes before and after a number. You can support your child at home by asking them to count up to 5 objects at a time, supporting them to touch each object in turn.

#### **Ideas on how you can support at home-**

**Bunny Ears (Finger Maths):** Ask your child to hold up 5 fingers, then ask them to show you 5 in a different way, such as 3 on one hand and 2 on the other ("bunny ears").

**Skittles/Bowling:** Set up 5 water bottles and throw a ball. Discuss how many fell over and how many are left standing.

**Snack Time Split:** Divide 5 grapes, crackers, or blueberries between two small bowls. Ask, "How many in this bowl? How many in that one? Still 5 altogether?"

**Counting Stairs/Steps:** As you climb up to 5 steps, pause and ask how many more are needed to make 5.

**Building Towers:** Use 5 interlocking cubes or LEGO bricks of two different colours to make towers, such as 3 red and 2 blue.

**Parking Lot:** Draw a parking lot for 5 cars and encourage them to fill it using two types of toys.

**Nature Sorting:** While outside, find 5 items (stones, leaves, twigs) and split them into two groups.

#### **Literacy (L)**

Literacy lessons are underpinned by key texts: 'Commotion in the Ocean', 'Clam and Crab', 'The Rainbow Fish', and 'Titch and Tiddler'.

The children will be encouraged to retell those stories or make up new ones using puppets and small world resources.

Children will continue to be encouraged to recognise, trace their name, and independently write it.

Children will continue to recap Set 1 RWI sounds, and continue to practise blending them together to read words.

#### **Ideas on how you can support at home-**

Share/ talk about stories that you read at home

Talk about letters and see if they can notice them in books, signs, everyday environment

Use a variety of resources to make marks- pasta, flour, shaving foam, rice

Air write their name in the air.

Use the name card provided to support writing their name.

Encourage your child to write their name using chunky pens, pencils, crayons, and chalks, and encourage them to use the correct grip suitable for their stage of development. Please visit this link to read more about pencil grip stages-

<https://teachhandwriting.co.uk/grip-development.html>

#### **Understanding of the World (UW)**

Children will use the interactive whiteboard to play simple age- related programmes.

They will use the Kindles to listen to a range of stories.

#### **Ideas on how you can support at home-**

Read a range of different stories to your child. Ask your child about the story and characters in the story. What do they think of the characters and the story plot. Pause in the middle of the story and ask what they think will happen next? Ask them if their lives resemble anything that has happened in the story read.

Principal: **Jeff Mason**

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### **Expressive Art and Design (EAD)**

Children will use puppets & story trays to tell stories and play in the role-play area to widen their imaginations- home corner, dressing up area, Art and Creation Stations.

### **Ideas on how you can support at home-**

Use recycled objects to create models and props for role-play.

### **Important Information and Dates:-**

**Sports-** Our allocated sports session in the hall is on a Friday. Children are to wear sports clothes and trainers to preschool on this day.

**Coats, welly boots, and change of clothes-** Please ensure these are named and if taken home are back in school when your child attends setting.

**Hats and Suncream-** As the weather has improved, and hopefully continuing to do so, please provide your child with a named sun hat.

Children are to come into session with suncream already applied. If your child attends preschool all day, then please provide your child with suncream that we can help to apply after lunch. As little hands tend to squeeze too much out, we recommend purchasing a roll on suncream as these are much easier for younger children to use. All suncream must be named.

**Tapestry-** Tapestry is our online sharing platform where we will share weekly summaries of all of the exciting things we do at preschool. Notes and requests will also be shared on here so please check regularly. Additionally, please add any observations of your child of things they do at home. Please do not add messages for us on Tapestry as this is not checked daily. Please talk to us in person if there is something important you wish to discuss. If you can not access or do not have a log in please speak to Mrs Coe.

**Library Books-** Please continue to drop your child's Library book weekly into the green box so it can be changed.

**Water bottles-** Your child must bring in a named water bottle daily.

**Healthy snack-** School provides mid-morning snack for all children.

**Hot dinners-** Please ask at the school office if you would like more information about the cost, menus, and process of ordering.

**No Nut Policy-** Please remember that we are a strictly **No Nut** school. Please ensure your child does not bring anything containing nuts or traces of nut into school.

**Grapes and cherry/plum tomatoes-** If you provide your child with grapes or cherry or plum tomatoes for lunch then please make sure they are cut in half long ways; cutting the other way is still a choking hazard.

### Upcoming events and dates in Term 6 and Term 1 (September)

We understand that there are always so many dates and things to remember, so we are giving you notice of some upcoming events in Term 6, and Term 1 (September). More details will follow nearer the date for some events.

Event	Date
First Day of Term 6	Monday 1 <sup>st</sup> June 2026
Nursery and Preschool Photos	Tuesday 16 <sup>th</sup> June in the morning
Father's Day Event- 'Donuts with Dad' and Crafts Session	Wednesday 17 <sup>th</sup> June 2026 at 2.25-3pm Bumblebee's Classroom
New Reception Starters Parent's Meeting A chance to meet your child's Reception teacher where important information about 'the day in the life of a Reception child' is shared.	Wednesday 24 <sup>th</sup> June at 2.15pm- in the School Hall
Bumblebee's Preschool Graduation Ceremony	Tuesday 14 <sup>th</sup> July 2026 9.30am in the School Hall- Invites to follow
End of Year Reports Home	Wednesday 15 <sup>th</sup> July 2026
School Summer Fair	Main School Playground 3.30-5.30pm
Transition Day	Friday 17 <sup>th</sup> July- New class details will follow from the Reception Team
Last Day of Term 6	Tuesday 21 <sup>st</sup> July 2026
Term 1	TD Day 1 Tuesday 1 <sup>st</sup> September TD Day 2 Wednesday 2 <sup>nd</sup> September
First Day of Term 1	Thursday 3 <sup>rd</sup> September- Children in new Reception classes- Details for this will follow from the Reception Team

If you have any questions then please speak to any of the team to arrange a suitable time to meet.

Many thanks for your support.  
Donna Coe  
Bumblebee's Class Teacher