

All You Need to Know about Term 5 in Chestnut Class 2026

Prime Areas of the Foundation Stage Curriculum

Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

At Home: Enjoy sharing reading stories. Ask adults to read with prosody (expression) and practice by copying how they say different parts.

Physical Development

- Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.
 - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing, planting and construction.
 - Develop the foundations of a handwriting style which is fast, accurate and efficient.
 - Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day.
 - Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range of movements including crawling, jumping, climbing, running and lying.
 - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Our PE scheme unit will be Fun and Games / Fitness*

At Home: Learning to ride a bike without stabilisers. Can you throw and catch with different size balls. Share any activities on Tapestry that you do out of school that develop your physical skills.



Personal, Social and Emotional Development

- Jigsaw – Relationships - Building positive, healthy relationships*
- I can identify some of the jobs I do in my family and how I feel like I belong.
 - I know how to make friends to stop myself from feeling lonely.
 - I can think of ways to solve problems and stay friends.
 - I am starting to understand the impact of unkind words.
 - I can use Calm Me time to manage my feelings.
 - I know how to be a good friend.
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - Explain the reasons for rules, know right from wrong and try to behave accordingly.
 - Work and play cooperatively and take turns with others.
 - Show sensitivity to their own and to others' needs.

At Home: Continue to play turn taking games (number games would be good).

Specific Areas of the Foundation Stage Curriculum

Literacy

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Anticipate (where appropriate) key events in stories.

At Home: Can you make a story book? You could re-tell one you know or create your own. Practice spelling all the CEWs we have learnt (see words on next page.)

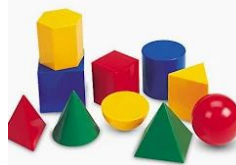


Maths

- Beyond 10 and 20
- Adding and taking away
- Shapes – 2D & 3D
- Sharing and grouping
- Odd & even
- Doubling
- Patterns

- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

At home: Use Numbots to develop your number skills.



Understanding the World

Q What is it like to live in the city? People, culture and communities

- Talk about the lives of the people around them and their roles in society
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different
- Explore the natural world around them, making observations and drawing pictures of animals and plants
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Q What is a force and how can ice change?

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At home: Investigate your garden to see what wildlife might live there. Share any photos on Tapestry. Visit the city of Bristol and share photos of any landmarks you see.

Expressive Art & Design

Creative Development

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

At home: Can you head outside in the garden and draw some of the plants you can see growing.

Dear Chestnut Families,

We hope that you have all had a lovely Easter break! It has been wonderful to see the children back in school.

Over the holidays we did some work on the Chestnut Garden to get it ready for the Summer Terms. We have used our cake sale money to buy some new resources for our gravel pit / construction area. We look forward to sharing photos of the children enjoying the new equipment. Thank you for your help and support in raising money at the cake sales.

Term 5 is a short one in which we also enjoy a Bank Holiday. We will be saying goodbye to Mrs Hallberry on Wednesday 6th May as she heads off on maternity leave. I'm sure there will be some baby photos to share on Tapestry when baby Hallberry arrives. We wish her and her family lots of luck.

On Monday 11th May Mrs Shapcott will step in to support Mrs Williams with the rest of the year.

From Mrs Williams & Mrs Hallbery

Reading

Thank you all for your amazing on-going support with reading this year. The children are making fantastic progress☺! If this level of support from home continues over the final 2 terms, then they will be going into Year One in a really good place. It can get busy in the summer terms so please try and keep up with regular reading.

CEW Spelling

If you are keen to be doing anything extra at home practicing spelling of CEWs can really help. Please start with Phase 2 and move on when your child is ready.

Phase 2 words – I, to, no, go, the, into

Phase 3 words – he, she, we, me, be, was, you, they, all, are, my, he

The children should be able to spell Phase 2 and 3 by the end of Reception.

They don't need to be able spell the Phase 4 words but some of them will be ready.

Phase 4 – said, have, like, so, do, some, come, were, there, little, one, when, out, what

Show and Tells

Some parents have asked about us doing Show and Tells, we will do a themed show and tell in term 6. More details will follow on Tapestry and in the Term 6 All You Need to Know document.

Sun Hats

As the sun is now warming up and we spend lots of time outside, every child will need a named hat to keep in school. On really hot days, if they don't have a hat, we will have to reduce the amount of time they spend outside as our outdoor area gets the sun all day. Please can you apply a good layer of sun cream before school, we are unable to put this on during the school day.