All You Need to Know About Term 2 in Chestnut Class 2026

Prime Areas of the Foundation Stage Curriculum

Communication and Language

- Ask questions to find out more and to check they understand what has been said to them through answering think aloud questions, including who, where & when questions.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home.
- Ask questions to find out more and to check they understand what has been said to them through challenges from adults such as "Amazing, I need to know more about this…" encouraging the child to share.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home.

At home: Read lots of lovely stories offering a rich vocabulary whilst developing listening and questioning skills. Look carefully at the vocabulary and learn the meaning of some new words.

Physical Development

- Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging.
- 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 and **construction.**
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Teach and model correct letter formation.
- Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing.
- Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce.
- 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 overall body strength by encouraging children to be highly active and get out of breadth several times in a day.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

At home: Practice letter formation for the letters we have learnt so far, please refer to the letter formation you were given in term one to show you the patter we use to help support formation.

Personal, Social and Emotional Development

Jigsaw – Celebrating Differences - Respect for similarity and difference. Antibullying and being unique

- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you why I think my home is special to me
- I can tell you how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind
- Think about the perspectives of others.
- Show resilience and perseverance in the face of challenge.
- Know and talk about the different factors that support their overall health and wellbeing.
- Build constructive and respectful relationships.
- Identify and moderate their own feelings socially and emotionally.
- See themselves as a valuable individual.
- **Mini First Aid Training Session 27/11/26**

At home: You can play turn taking games. Counting board games would be great, practice recognising the numbers on a dice without counting (subitising).

Specific Areas of the Foundation Stage Curriculum

Literacy

Fairy Tales & Traditional Stories

- Re-read books to build up their understanding and enjoyment.
- Make familiar books available for children in the book corner and at home.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading.
- Form lower-case letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

At home: Practice your key word lists, read to an adult 4 times a week. Can you write some cvc words using your phonic knowledge?

Mathematics

Whiterose – **1, 2, 3, 4, 5 / Alive in 5 / Growing 6, 7 & 8 / Circles and Triangles / Shapes with 4 sides /**

- Count objects, actions and sounds
- Link the number symbol (numeral) with its cardinal number value.
- Subitising through recognition of amounts in a Numicon piece and on a 5 frame.
- Understand the 'one more than/one less than' relationship between consecutive numbers up to 5
- Explore the composition of numbers to 5
- Finding & representing 6, 7 & 8.
- 1 more & 1 less up to 8
- Composition of 6, 7 & 8
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Recognise & compare circles and triangles.
- Identify and name shapes with 4 sides.
- Introducing 0

At home: Please practice reliable counting, with 1-1 correspondence. Learn to recognise the number of dots on a dice without counting (subitising). Find shapes around the house and out in your local environment.

Understanding the World

Religion & World Views

Key question: Why do Christians perform Nativity plays at Christmas?

People who help us:

Past and present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

People, culture and communities

- Describe their immediate environment using knowledge from observation,
- discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Light & Dark

The natural world

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

At home: What can you do in your garden to help look after winter animals? What can you do to help the hedgehogs to live safely in your garden? Explore the shadows you can make with your body when the sun is out. Make shadow puppets, maybe you could do a re-tell of the Christmas story and post videos on Tapestry for us to share.

Expressive Art & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing.
- Watch and talk about dance and performance art, expressing their feelings and responses through watching other class Christmas productions and orchestra.
- Provide props and costumes for children to incorporate through their pretend play – ongoing through CP
- Sing in a group or on their own (Nativity, Charanga planning).
- Explore and engage in music making and dance, performing solo or in groups.

Monday 14th December – 'Our First Christmas' Performance with Sycamore Buddies at 2pm.

At home: Making decorations, painting, playdough, lots of art and craft where children are using their fingers and learning to use tools! Please post things on Tapestry.

Dear Chestnut Families,

The children had a really fantastic first term in school! We are so proud of how well they have settled and we are very excited about the learning and fun ahead!

Thank you for your support with settling them into school last term. Term 2 is a busy one with the added excitement of lots of festive fun. As families try to create opportunities for times of rest and chill out because they will get tired.

We are looking forward to lots of festive fun towards the end of this term and will enjoy getting into the Christmas spirit with the children.

Best wishes
Mrs Allan, Mrs Williams & Mrs Davis 😊

People Who Help Us:

As part of out Understanding of the World learning we will be talking about people who help us. If we have any parents who are vets, doctors, nurses, paramedics, physios, police officers, fire fighters or builders we would love to invite you in to talk to the children about your job. We have done this previously and the children really enjoyed it. They had the opportunity to explore equipment used by a vet, physio & doctor. Please either use the class e-mail or speak to us if you are able to help with this.

Tapestry

Thank you to those parents who are already making regular contributions to Tapestry, we have loved sharing the posts with your child. Please can we really encourage Tapestry to be a two-way process where you comment on posts and you make posts of things your child has been doing at home, weekend news, a first gym session, swimming, learning to ride their bike, getting ready for school on their own etc.

Phonics, Keywords & Reading

A reminder that when your child gets a Phonic Reader you need to read with them 4 times a week. The whole book must be completed in a week. **A Phonic reading books & share book will be changed on a Friday. Please have phonic reading books in the book bags every day.** Please also continue to share the fiction and non-fiction books the children are choosing, these also be changed on a Friday. Keywords, will now be checked weekly and your child will get a sticker when they can confidently blend the words on the list.

Book bag reminder

Please can you only put books in bags, this supports in caring for our books and them not being damaged. If your child goes to Shine, please put snacks into a small lunch bag or small backpack that we can store under the wellie rack.

Clothing

Please remember that the children are able to wear navy joggers. In the colder months we would encourage the children to have hats and gloves in school. **Gloves do go missing easily so a little tip, attaching gloves with a piece of elastic through their coat sleeves** is a great way of making sure they don't lose them. **Please name everything!**

Mini First Aid

On **Friday 27th November** the children will be taking part in a Mini First Aid training session; this is part of our PSHE learning. We will share information on Tapestry so you can see what the children learnt. After the session please can you talk to your child about what they have learnt, especially how to access the emergency 999 number on a locked mobile phone.

'Our First Christmas'

On **Monday 14th December at 2pm** we would like to invite you to join us for our traditional (with a fun twist) Christmas performance. Along with our amazing 'Buddy Support Act' we will perform lots of lovely songs to tell the Christmas Story. We have space for a maximum of 3 family members per child. We appreciate that some of you may need to bring pre-school children, we ask that if they are unsettled, please can you leave the hall quickly as this will be distracting for the children in their first ever school performance.

Elf on the Shelf

We have a rather cheeky Elf that likes to visit Chestnut every year and traditionally he has been very mischievous. We would give you a little warning that on **Thursday 17th December** we will have an Elf themed day where we can all **dress up as Elves**. Please don't rush out and buy expensive costumes, being cheap and creative is great! **Please don't tell the children about this yet as it will be their term 2 marble jar treat.**