

# HARRIS PRIMARY SCHOOL

## PRE-SCHOOL NEWSLETTER



Week ending 7<sup>th</sup> February 2025

This week, we have been reading 'What the Ladybird Heard', which has helped us develop our positional language and environmental sound knowledge.

### Farmyard fun!

This week, the children have been wonderfully engaged in their water play and have loved cleaning the muddy animals! We were wondering how they got so muddy at the farm and the children used their careful fine motor skills to scrub them clean. We have been setting up our own farm environments and exploring the different animals that live on a farm. The children have also been recreating the environmental sounds they might hear on the farm during their play and trying really hard to use the correct positional language terms (on, in, under).

### Animal tracks

We've also been exploring animal tracks this week! We played an interactive game where we had to work out which footprints matched with the different animals. We also had a go at creating some animal tracks with paint; carefully dipping the small world animals in paint and printing their tracks onto some paper.

### Parachute play

This week, as well as our PE session with Mr Ridge, we went into the hall and worked on our gross motor skills when using the parachute! We held onto the parachute tightly with both hands and first, we shook the parachute really quickly. We then lifted the parachute above our heads after the count of "1, 2, 3" and managed to lift ALL of the sponge balls off the parachute. Great teamwork and skills, everyone!

Next week, we will be looking at the butterfly life cycle.

### All About EYFS

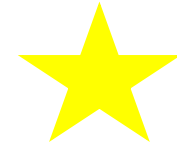
We hope you enjoyed reading the 'What happens early, matters for a lifetime' section last week. Over the next few weeks, we will be sharing age-related expectations for each of the seven areas of learning. These expectations have been taken from the Development Matters document. This week's focus: Communication and Language.

Have a fantastic weekend!

The Pre-School Team 😊

### Things to Remember:

- Please pre-order school lunches on School Grid if your child has hot dinners.
- Please **NAME all** uniform, including hats, gloves and scarves. Thank you.
- Please read this NHS guidance on toilet training for some helpful advice:  
<https://www.nhs.uk/conditions/baby/babys-development/potty-training-and-bedwetting/how-to-potty-train/>
- Parents' Evening dates have been confirmed and you can now book your slots on School Spider. Please do so by Friday 21<sup>st</sup> March.



**Star Award**

Evelyn

### Our week in photos – check out our class gallery:

<https://www.harris.lancs.sch.uk/work/a-jam-packed-week-at-pre-school/95496>

## 3 & 4-year-olds: Communication and Language

- I like listening to longer stories and I can remember a lot of what happens.
- If I am really busy in my play, I can find it difficult to switch my attention and listen to what you say to me. It helps me if you use my name and say: "Please stop and listen."
- I can use lots of different words. I like to learn new words.
- It helps me if you explain what new words mean.
- I can understand questions and instructions that are more complicated and have two parts, like: "Please get your coat and wait at the door."
- When you ask me questions about why something happened, I understand, e.g. "Why do you think the caterpillar got so big?"



## 3 & 4-year-olds: Communication and Language

- I know lots of songs and enjoy singing them.
- I can tell you a long story and talk about my favourite books. I know lots of nursery rhymes.
- I am still learning how to use word endings. I might still make mistakes such as 'runned' for 'ran'. Instead of correcting me, please reply and use the right ending, e.g. "Yes, I saw how fast you ran!"
- I am still learning to pronounce some words. These are sounds that I might still find tricky, e.g. j, th, ch, and sh.





## 3 & 4-year-olds: Communication and Language

- I can use long sentences of four to six words.
- I can use words and actions to explain my thoughts and ideas. I can give my point of view and disagree.
- I like having long conversations with you and my friends.
- When I am playing I talk to pretend: "Let's go on a bus... you sit there... I'll be the driver."

