Friday 6th March 2026

EYFS Weekly Newsletter

Dear Parents and Carers,

🌍 Understanding the World

As part of our topic **Where I Live**, the children have been exploring the **Jurassic Coast**. Acting as *dinosaur detectives*, they discovered that dinosaurs lived millions of years ago and that **palaeontologists** learn about the past by studying **fossils**.

With the help of *William Whiskerson*, the mouse explorer, the children watched him go on a **fossil hunt in Lyme Regis**, where he found an ammonite on the Jurassic Coast. You can scan the QR code to watch the episode and see what we have been learning.

SCAN ME

SCAN ME

The children then became **palaeontologists themselves**, carefully excavating the "fossils" (chocolate chips!) from cookies using cocktail sticks. This activity required lots of concentration, patience and a very steady hand.

We also learned many new dinosaur words including **carnivore, herbivore, predator, protect** and **extinct**, as well as the names of some bones: **spine, ribs** and **skull**. By studying images of dinosaurs, the children predicted whether they were carnivores or herbivores by looking at **their teeth, the number of legs they walked on, their claws**, and whether they had **armour** to protect themselves.



There has been great excitement this week as we observed changes in our **frogspawn**. The children were fascinated to see that the tadpoles have now **hatched** and eaten the jelly! This links to our RE learning as we explore **Spring** and celebrate **new life**. We have shared non-fiction books about the **life cycle of a frog**, introducing the vocabulary: **frogspawn, tadpole, froglet, frog**.

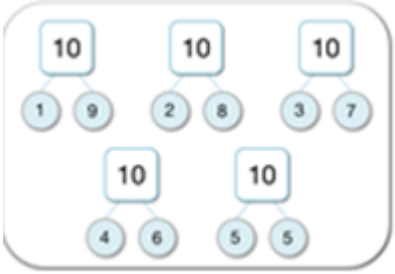
abc Phonics Focus

In phonics, the children revisited the digraphs **oa**, **short oo**, **long oo**, and **ar** (boat, look, moon, farm). We have been practising writing short sentences using these sounds, such as:

- *The goat is in a boat.*
- *Zoom to the moon.*
- *Look at the book.*
- *Park the red car.*

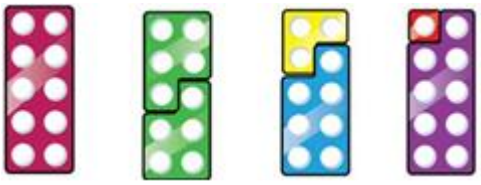
Together we rehearsed sentences aloud, counted the words, segmented each one (e.g. *g-oa-t*) and remembered to use **finger spaces**. With support, some children are beginning to use **capital letters** and **full stops** in their writing. We have also enjoyed using our phonic skills to play **Tell a T-Rex** by reading silly questions on the interactive whiteboard. You can access this activity at home by scanning the QR Code and selecting cvc initially. For further challenge, your child can explore other familiar letters and sounds.

📏 Maths in the Classroom



In maths, we explored the composition of **9 and 10** by splitting objects into two parts and counting each one. The children learned that **two parts make the whole number**.

Using real objects such as apples, cars or cows, they investigated many different ways to make **number bonds to 10**. We also used our fingers and number shapes to find different combinations and compare amounts using the words **more**, **fewer** and **equal**.



Home Learning Challenge

Number Bonds to 10



Collect **10 small objects** (e.g. pasta shells, coins, grapes, Lego pieces).
Using **two plates**, let your child split the objects into two parts. Encourage them to explain what they see:

- "This part has fewer."
- "This part has more."
- "This part is 4. This part is 6. The whole number is 10."
- "These parts are equal. Five and five make ten."

You may like to challenge your child by completing **part–whole models** using their objects to explore different ways of making 10.

We hope you have a wonderful weekend full of exploring, discovering and talking together!

Team Puffins

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We value our parents as partners. Please leave a comment on any aspect of your child's learning. Things they are enjoying, new learning that they may have shared with you or things that they may be finding tricky.

My child's name: Date:

Part-Whole Number Bonds of 10

