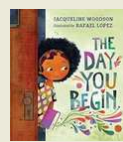
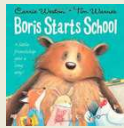
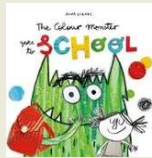
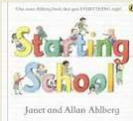


# PSHE



## Personal, Social & Emotional Development



We will be focusing on families, friendships and feelings!

Children will be taught through a range of stories and activities. The team will support the children to build constructive relationships and to understand their own feelings and those of others. Children will be taught to manage their emotions and develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supported interaction with other children, they will learn how to make good friendships, co-operate, and resolve conflicts peaceably. EYFS children will be taught weekly PSHE lessons as well as learning through their play. We will also learn about different kinds of families and discuss our own families with others.

# C&L

## Communication & Language



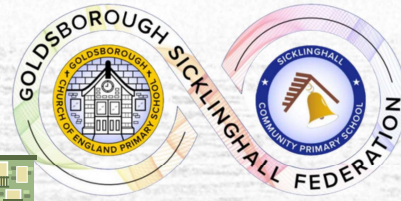
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, productions, assemblies and interventions.

We have a daily story time and this half term we will have activities to welcome the children to the EYFS with settling in activities, talking about experiences that are familiar to them. We will explore nursery rhymes and alliteration

We will provide activities such as:

Familiar Print, Sharing facts about me! Mood Monsters, Shared stories, All about me!  
The team will model talk routines through the day.



Our Topic

# Homes & Houses Little Village, Big City

## EYFS Curriculum Newsletter Autumn 1 Sep-Oct 2023

### Homework

To consolidate our learning and to support children in knowing more and remembering more, the children will be set the following homework each week:

Reading the assigned phonics books on the Collins e-reader platform three times a week to build fluency.

Reading the 'reading for pleasure' book that the children will be bringing home.

Practising the phonics sounds and tricky words that the children have been assigned.

## Our Ethos Focus: Kindness & Creation

How did people in the past show kindness?  
Challenge: What did they believe about creation?

# PE

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.

This term to support fine motor skills we will:

Thread, cut, weave, Use playdough. Manipulate objects with good fine motor skills  
Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp. Pencil Grip- Develop muscle tone to put pencil pressure on paper

Use tools to effect changes to materials Show preference for dominant hand  
Engage children in structured activities: guide them in what to draw, write or copy.  
Teach and model correct letter formation.

To promote gross motor skills, we will encourage the children to jump, run, skip, play with balls and hoops and ride ons too. We will also have weekly PE lessons with our wonderful sports coach Mr Colley. Mr Colley will teach us specific skills to improve our balance, agility

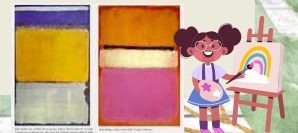
# EAD

## Expressive Art & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. We will give children an insight into new musical worlds and encourage children to listen attentively to music.

Children will be taught discrete music and art lessons this half term.

We will name, sort and explore colours, use a variety of brushes to paint. The children will also learn about a variety of artists and explore different paintings. The children will be encouraged to talk about the work and how it makes them feel.



# Literacy

Key Texts & Stories

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

We will be reading many key texts to encourage the children's love of reading and stories. Children will be introduced to fiction and non fiction and books will include settings and characters that are familiar to them. We will encourage children to develop their dominant hand and tripod grip and provide opportunities for the children to mark make, give meaning to marks and labelling. As we learn our letters we will encourage the children to write initial sounds and simple captions and we will focus on writing their name too.

As well as the key texts, we will share the children's interests and read books linked with the seasons and celebrations that happen in Autumn.



# Phonics



## Reception Autumn 1

	Phase 2 graphemes
Week 1	s a t p
Week 2	i n m d
Week 3	g o c k
Week 4	ck e u r
Week 5	h b f l

We are very much looking forward to beginning our Little Wandle Phonics sessions. This half term the children will be introduced to the following graphemes:

s a t p i n m d g o c c e u r h b f l

We will be learning to read the following tricky words

is I the

# Maths



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. As mathematicians we will be learning a range of skills in order to provide us with firm foundations for our future mathematical learning. We will be learning to recognise small quantities without having to count them. We will be learning to pair and group objects based upon their properties. We will be learning lots of different number rhymes to support our counting skills.

The children will learn with Numberblocks too! We will match, sort, measure and explore shape.

# SeeSaw

Our class uses an online tool called Seesaw, it's a secure online learning journal where children can create and upload their work to document their learning. Over time, your child and I will add things like photos, videos, worksheets, drawings and voice recordings to their Seesaw journal. If you choose, you can also sign up for a free Seesaw family account, download the family app to your phone (giving you access to your child's learning journal). Seesaw journals are private and only accessible by the teacher, students, and parents. We want to work in partnership with you and would love your input into your child's learning.

# UW

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Children will be looking at houses in the past and present and exploring how they have changed. They will look at the changes across the season too.

They will begin to make sense of their own life-story and family's history and remember and talk about significant events in their own experience. The children will be supported to recognise and describe special times or events for family or friends



## LET'S TALK ABOUT... Seesaw!

What is Seesaw? A fun outdoor playground? No. Seesaw is an amazing app that will be a huge way of sharing what your child is learning at school this year!

Seesaw will provide a SAFE way for your child to document their learning, be creative and learn how to use technology through an online learning journal with endless possibilities.

Each child has their OWN journal, and we will add things like photo, videos, drawing or notes

I love Seesaw because it creates a triangle of communication between not only you as parents and myself... but also your student! It encourages technological literacy in a safe, creative way!