

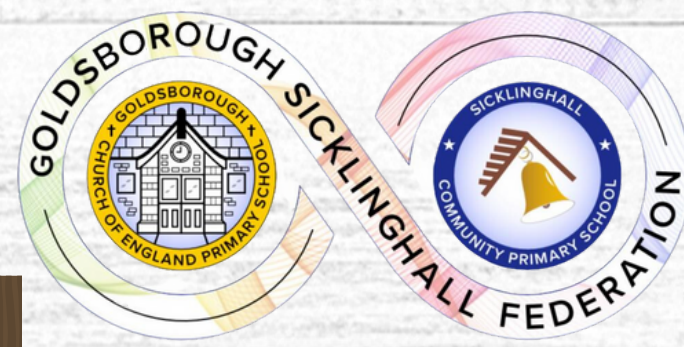
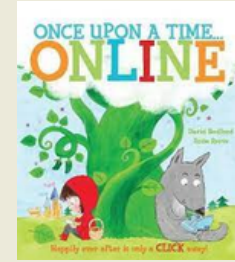
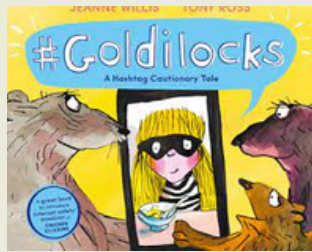
PSED

Personal,
Social & Emotional
Development

We will be focusing on: Money and Work
We will continue the work on Media Literacy and
Digital Resilience

Children will:

Know and talk about the different factors that support their
overall health and wellbeing: sensible amounts of 'screen time'.
Show interest in different occupations



PD

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.

This term to support fine motor skills we will:

Provide threading, cutting, weaving, playdough, fine motor activities.

Begin to form letters correctly and handle tools, objects, construction, and malleable materials with increasing control.

Encourage children to draw freely. Button Clothing.

Cut with scissors, cut along a straight line with scissors, start to cut along a curved line, like a circle.

Draw a cross, begin to draw diagonal lines (like in a triangle).

Start to colour inside the lines of a picture, start to draw pictures that are recognisable.

Build things with smaller linking blocks, such as Duplo or Lego.

Hold pencils effectively with a comfortable grip, form recognisable letters with most correctly formed

For gross motor skills we will be learning dance skills.

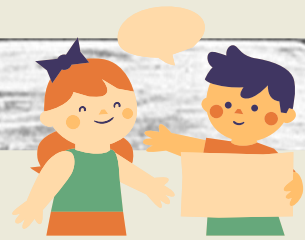
We will take part in a dance festival with KS1 and will perform in front of other schools.



Expressive Art & Design



CL



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. 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.

This half term we will:

Talk it through!

Describe events in detail – time connectives, discover passions, understand how to listen carefully and why listening is important.

Use picture cue cards to talk about an object: "What colour is it?"

Where would you find it?

Show sustained focus when listening to a story

Our Topic FARMING



EYFS Curriculum Newsletter Spring 2 Feb- April 2024

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: Endurance & Hope

What difficulties have people had to endure around the world?
What changes did they hope for?

EAD



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 teach the children new songs and styles of music through the Charanga scheme- Round and Round (Latin songs)
Children will be taught discrete DT lessons this half term.
They will learn about moving pictures and use some cutting, joining and designing skills to create a simple moving picture.

The children will be taught how to make a slider so they can move a part of their picture.

They will also discover how a split pin can make a moving body part!



Literacy

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 develop their writing progression as their phonic knowledge grows.

We will explore books linked to Farming.

In reading we will be:

Looking at story structure-beginning, middle, end. Innovating and retelling stories to an audience

Exploring non-fiction books.

Listening to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

In writing we will be:

Retelling parts of the story / repeated refrains / speech bubbles

Creating Menus/Diaries

Creating our own story maps, writing captions and labels, writing simple sentences.

Writing short sentences to accompany story maps. Labelling and adding captions

Writing a recount, character descriptions. Writing 2 sentences!

Key Texts & Stories



Phonics



Spring 2	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Don't forget the weekly homework

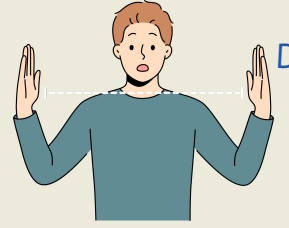
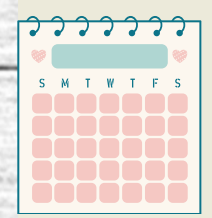
Maths



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!
This half term we will focus on these steps:
Find 6,7,8 and represent 6,7,8.
Extend out 1 more/1 less skills with numbers 0-8.
Explore the composition of 6,7,8
Make pairs- odd and even
Double to 8 (find and make a double)
Exploring and comparing length
Exploring and comparing height
Time- days, order, sequence



Seesaw

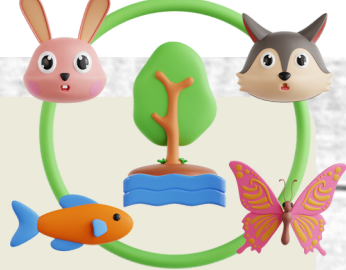


Seesaw

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.
Your child's Seesaw account is full of school learning and information. We love working with you in partnership and welcome the comments you add to the journal. Keep checking your child's account regularly for up to date information and photos.

UW

Understanding of the World



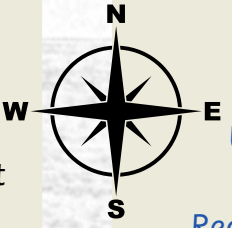
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world.



As part of our Topic on Farming, the children will discover the different types of farms and animals and look at where our food comes from.

They will:

Draw information from a simple map and start to use a compass!
Understand some important processes and changes in the natural world around them, including the seasons. the natural world around them.
Recognise some environments that are different to the one in which they live.



Know about similarities and differences in relation to places, objects, materials and living things

Talk about the features of their own immediate environment and how environments might vary from one another

Makes observations of animals and plants and explains why some things occur, and talks about changes

In Science lessons, the children will develop their understanding of the world and focus on living things and their habitats. The will look at the life cycles of some farm animals.

In discrete RE lessons, we will focus on Special Times and Easter.

They will:

Explore how these celebrations are told in stories.

Discuss different festivals and special times such as Christmas, Diwali and Chinese New Year.

Learn about Sukkot and Harvest.

Learn about Easter.

