

PSHE



Personal, Social & Emotional Development

We will be focusing on safe relationships, respecting ourselves and others.
EYFS children will be taught weekly PSHE lessons as well as learning through their play.

Children will be taught strategies to moderate their own feelings socially and emotionally.
We will discuss how to express their feelings and consider the feelings of others and encourage children to think about the perspectives of others.

Lessons will support the children to understand their own feelings and those of others and the children will learn how to regulate their behaviour accordingly.
We will focus on giving attention to what the teacher says, responding appropriately even when engaged in activity, and children will be develop their skills so that they can follow instructions involving several ideas or actions.

We will teach the children about how to keep themselves safe, how they can give consent and how to seek help if they need it. We will also discuss good and bad secrets and happy surprises. Lastly we will teach the children about keeping safe online.

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.

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 specific lessons to develop vocabulary.

Discover passions, tell stories and retell stories.

Use specific story language and go on word hunts.

Children will be given daily opportunities to follow instructions, take part in discussions and use talk partners to extend their conversations. Lastly, we will continue to develop our love of rhyme through nursery rhymes, songs and games.



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. 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.

We will be learning first netball skills which include:

Passing and receiving, exploring footwork, pass and move forwards, and attacking and defending skills!



Our Topic Pirates The Caribbean

EYFS Curriculum Newsletter Autumn 2 Nov-Dec 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 three times a week to build fluency.

Practising the phonics sounds and tricky words that the children have been assigned on their keyrings and in their homework books.

Our Ethos Focus: Friendship/Forgiveness

How do people celebrate friendship and demonstrate forgiveness in different localities?

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 teach the children new songs and dances to perform in our annual Nativity.

Children will be taught discrete DT lessons this half term.

They will develop their cutting and joining skills and learn how to create a hand puppet. The children will decide what they would like to make, share their work with their peers and talk about their finished product.

They will also use a variety of malleable materials to create form, including a diva lamp for Diwali.





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/Winter.

We will explore books linked to Pirates, The Caribbean, Diwali and Christmas.

In reading we will be:

Blending CVC sounds, rhyming, using alliteration.

Learning that print is read from left to right and spotting diagraphs in words.

In writing we will be:

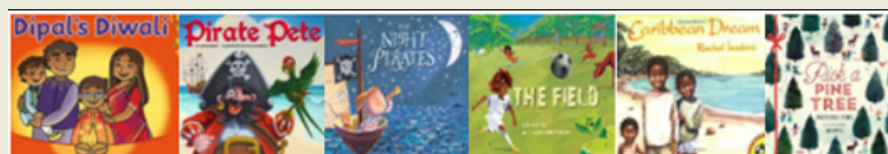
Sequencing the story, using speech bubbles.

Name writing, labelling using initial sounds, story scribing.

Retelling stories in writing area, instructions

Helping children identify the sound that is tricky to spell.

Having a go at writing a word, caption or even a sentence!



Phonics

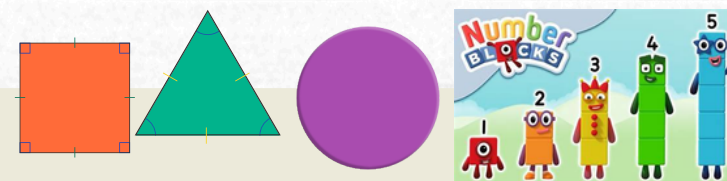


Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

We will continue to teach Phase 2 this half term. The children will start to learn some digraphs (two letters, one sound). We will also learn more tricky words. Children will be given extra blending practise to support their reading journey.

Maths

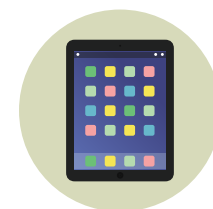


Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. 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 be mastering numbers to 5, we will look at more and fewer and compare amounts. The children will explore circles, triangles and squares and the discuss the number of sides. They will talk about measurement and compare size, mass, capacity and patterns.

Seesaw



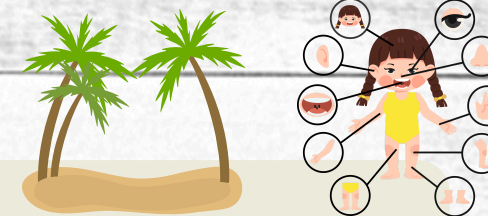
Seesaw

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 Caribbean theme, children will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will discuss some environments that are different from the one in which they live and start to notice some similarities and differences between life in this country and life in other countries.

We will start to look at Humans and their bodies (including the senses) and what humans need to stay alive. When learning about the changing seasons, children will be encouraged to comment and asks questions about aspects of their familiar world and talk about why things happen and how things work. Lessons on Autumn and Winter will develop an understanding of growth, decay and changes over time.

In discrete RE lessons, we will focus on Christianity and the Christmas story. The children will talk about religious stories, recognise some religious words, identify some of their own feelings in the stories they hear and identify a sacred text e.g., Bible. They will talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.

