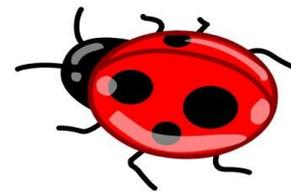


EYFS

Autumn 2



Last half term flew by! We are so proud of how the children have settled into school life at Lytchett. The children really enjoyed our theme 'My World'. They shared information about their families and lives and we have all enjoyed getting to know each other. We have set up routines and discussed how we can make our classroom a safe and happy place to learn.

This half term, the children will be exploring 'Changes all around us'. We will look at the changes of Autumn that we are already seeing and explore what happens to leaves when they fall from the trees. We will think about seasons and learn about the changes that happen in our environment in each one. There are many different festivals and celebrations this half term. As part of this, some examples of celebrations we will be exploring are Diwali and Bonfire night, as well as Christmas at the end of term!

Key books for Autumn 1:

These will be used to promote a love of reading, encourage new vocabulary, discussion and an exciting hook, which will engage children in new learning and different activities.

- Percy The Park Keeper
- Percy's bumpy ride
- The rescue party
- After the storm
- One snowy night
- Dipal's Diwali
- The Jolly Postman Christmas
- The Christmas Story
- Alfie's Christmas

PE – Remains the same as last term. Ladybird Class = Tuesday and Thursday

Honeybee Class = Wednesday and Friday

Please can children come into school in their PE kit on their class days. Please dress the children appropriately for the weather, as it gets colder, black joggers and school hoodies/jumpers will be best and trainers for outdoors.

Key Dates coming up:

Stay & Play: Tuesday 28th November (see letter for timings)

Christmas Fair: Friday 1st December

EYFS & Year Nativity Performance: Friday 8th December

Understanding of the World

- The children will explore the effects of changing seasons on the world around them.
- The children will talk about the changes they observe in their environment and use all their senses to explore these.
- As part of this, children will develop an understanding of growth, decay and changes over time (looking at how leaves change over time)
- The children will be given the opportunity to explore changes of state. (water/ice)
- There are many different celebrations and special days to explore, share and talk about this half term. Thinking about why they are important and what they mean. **(Diwali, Bonfire Night, Hannukah, Christmas, Remembrance day, Anti-Bullying, Children in Need).**
- We will talk about some similarities and differences between celebrations in different cultures.
- The children will compare and contrast characters from stories, including figures from the past (eg: Guy Fawkes)
- The children will talk about their own experiences of celebrations such as Christmas and compare these with others. They will compare events that happen to them to how they would have happened the past. We will use books and pictures to help the understanding of this.
- We will talk about the Christmas Story.

Expressive Arts and Design

- Thinking about the special days, celebrations and festivals in the half term, the children will use different patterns and shapes to create pictures. E.g: Rangoli, Fireworks, Poppies.
- We will explore colour mixing when painting.
- The children will be given the opportunity to use natural objects, such as leaves, to print and create pictures.
- Together, we will learn and perform Christmas songs, adding in actions.
- The children will be encouraged to use familiar stories in role play, taking on different characters and telling it in the correct sequence.
- In construction, the children will be given the opportunity to use different techniques for joining materials, such as selotape and masking tape.
- The home corner will have resources added, to provide the children with the opportunity to take on different roles from stories we have read and use familiar experiences to make up story lines with friends.
- The children will be practise weighing and combining ingredients, to bake Christmas cookies! We will encourage them to plan their design and talk about their ideas.
- The children will use Clay to create lamps in the style of Diya lamps when we look at the celebration of Diwali.

Physical Development:

Fine Motor (Finger Gym):

Children will have continuous access to activities that will develop hand and finger strength, which will help them with pencil grip, or give them confidence to mark make. We will practice using tools to make changes to materials, such as scissors. During Read Write Inc, and throughout continuous provision, we will look at the correct letter formation.

Gross Motor:

Children will have access to resources where they can balance, sit or ride on, or pull and push. Other large movements, such as sweeping with brooms or digging in construction, will work on strengthening the children's shoulder, elbow and wrist joints. We will look at making large movements with ribbons and chinks to help build that movement too.

In PE lessons, children will take part in activities that... help develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. The children will use a range of equipment, such as hockey sticks and balls, beanbags, hoops, footballs and rugby balls to name but a few. We will practice to develop confidence and accuracy when engaging in activities that involve a ball. The children will still experiment with and develop different ways of travelling around a space or on apparatus. As part of using the apparatus, we will get the children to think about how to do so safely.

Personal, Social and Emotional Development

SCARF Unit: Valuing Difference

Continuing from our theme 'My World', the children will think about the following:

- Why they are special
- Why everyone is special
- How we are the same and how we are different
- How being different makes us all unique
- How we should celebrate the things that are the same and different about us all
- Share about how our families are the same and different
- Share what is the same and different about our homes
- Think about what being kind and caring looks like and how we can be kind

We will also build on the children's independence, continuing to encourage them to put their own things away.

Communication and Language

Key Vocabulary for this half term:

Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.

- We will continue to use circle times, as a whole class and in small groups to develop use of language and communication skills.
- As we explore and learn the meaning of new and key vocabulary, we will encourage children to use the new vocabulary when talking and explaining.
- Children will continue to listen to each other, but we will also develop their use of questioning, to ask a question to a friend about something they have told us.
- Children will be encouraged to retell a story we have read in their own words.
- We will look at answering questions about stories we read in class, and explore asking questions to check what we have read too.
- Children will learn rhymes and songs.
- The children will listen to and follow two or more step instructions. .

EYFS EARLY READING

The children have continued to learn Read Write Inc sounds. They have been exposed to all the Set 1 sounds and we are currently assessing them. Once we have finished assessing the children's knowledge of the sounds and blending, you will receive more information about the books or focus sounds they will be bringing home once this is complete.

We have been doing lots of practise of Fred Talk! With Fred the Frog! This is where we look at blending and reading using the sounds they learn. When reading words, we **sound them out (segment them)**. For example: sh-o-p (saying the sounds separately). We encourage the children to sound out the words with us, and listen to see if they can hear the word they make. We then '**blend**' the word, which means **putting the sounds together** to make 'shop'. Lots of practise of this is really important, as we want the children to be able to hear the words. This video will help show you what the children have been doing:

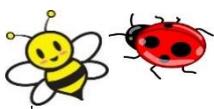
<https://schools.ruthmiskin.com/training/view/hmlQLm3Y/4uTslX73>

Please continue to record any reading you do at home, in the reading record, as we love to see what the children are reading at home.

Please continue to use the Read Write Inc at home links and the Sound sheets we send home, to practise sounds with your child and help them gain confidence.

Read Write Inc				Phonics - Sound Cards - Phon			
m	a	s	d	t			
in	an	ps	gd	te			
l	n	p	g	o			
c	k	u	b	f			
e	l	h	sh	r			
j	v	y	w	ch			
z	ch	qu	x	ng			
				nk			





EYFS EARLY WRITING

Children will be given opportunities for mark making throughout every day. Children will be encouraged to mark make in a range of ways – in sand, glitter, using paintbrushes, paint, pencils, paper, felt tips, whiteboards, using their whole body, using their hands/fingers, or a pencil. They will be encouraged to make a range of different shapes and patterns.

As part of Read Write Inc, the children will continue to practise the formation of each sound when it is written, and a rhyme to go with this to help them remember how. We will use these rhymes to help children write their names with the correct letter formation. We will look at writing simple 'green' words, using sounds they have learned and 'Fred Fingers' where we pinch the sounds on we can hear in words. This video shows you how:

<https://schools.ruthmiskin.com/training/view/Jj5Si7co/B59YIUdk>

The children will take part in whole class or small group writing inputs. These inputs may follow the children's interests or line of enquiry or link to the focus book. We will look at the pencil grip the children use when writing and use 'Finger Gym' activities to develop strength. This will be tailored to the individual child. We talk a lot about 'Pinchy Fingers' in school! This video is great to watch [Crocodile Snap Write Rules Tripod Pencil Grasp Song for Children - YouTube](#)

Children will give meaning to marks and labels. They will be given lots of opportunities to write, throughout every activity. For example, in construction, we encourage the children to plan their model on the chalk boards or write a label to show what they have made.

During Read Write Inc, we will also look at RED words. These are words which do not follow the usual phonetical pattern, such as 'I, to, the, my, me'. We will model how to use these words in sentences and encourage the children to use them in writing too.

EYFS EARLY MATHS

Our Mathematics focus is '**It's Me, 1, 2, 3!**'. During this, we will look at representing 1, 2, 3, comparing totals and explore the composition of 1, 2, 3 and the different ways we can make numbers. Concepts are taught through play (using concrete resources), pictorial representation and finally abstract application. We want to create a deeper understanding of number, which will create a stronger foundation for more complex calculations.

Representing: We will identify representations of 1, 2, 3. We will encourage the children to subitise or count different groups to find how many and make their own collections of objects. We will get the children to match the number names we say, to numerals and quantities. We will touch count objects and look at different arrangements, recognising that the final number they say is the quantity in the set.

Comparing: We will look at one more and one less. We will count forwards and backwards and recognise the one more, one less patterns as they count. We will make comparison between number.

Composition: We will introduce the children to the idea that all numbers are made up of smaller numbers. We will explore and notice the different compositions of a number. Eg: 3 can be composed of 1+1+1 or 1+2 etc. We will encourage children to talk about the composition of any number and share what they notice.

Please remember, all children progress at different paces, we will be delving deeper the concepts/numbers and really exploring them at each child's level.

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
It's Me 1 2 3!			Light and Dark		
Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3			Representing numbers to 5 One more and less.		
Circles and triangles Positional language			Shapes with 4 sides Time		