

## EYFS Spring 1



Wow! What a fantastic first term the children had. We are very proud of them all! Thank you for all of your ongoing support. We hope you all had a wonderful break with your family and close ones.

The children really enjoyed our theme 'Changes All Around'. They enjoyed exploring the school grounds and reading all about Percy the Park Keeper! We have looked at how the environment changes around us and have enjoyed sharing different celebrations.

This half term, the children will be looking at our theme – Superheroes! We will look people who help us and think about how we can keep ourselves healthy and safe. We will also look at people who have done some amazing things and learn all about them! We are planning to have visitors into the school and to help engage the children in their learning, lots of hands on and real life experiences. If you would like to come in and speak to the children or know someone in your family that would, please do speak to your child's class teacher! We would love to have you in!

Key books for Spring 1:

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

- A Superhero Like You Dr. Ranj (People who help us)
- Supertato
- Look Up! (Space)
- Busy People series by Lucy George
- A range of non-fiction texts

**PE:** PE will be on a **Tuesday and Thursday** for Ladybird Class. PE will be on a **Wednesday and Friday** for Honeybee Class. 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. Please can children not wear other coloured sports kit.

### **Key Dates:**

Wednesday 7<sup>th</sup> February and Thursday 8<sup>th</sup> February 2024 – Parent's Evening. More information to follow soon.

Tuesday 19<sup>th</sup> March – EYFS Stay and Play 2. 2.30pm – 3.30pm.

## **Personal, Social and Emotional Development**

SCARF Unit: Keeping myself safe

During this unit, we will explore the following:

- What does being safe mean?
- What is safe to go in my body? (thinking about healthy eating, oral hygiene)
- How can I keep myself safe indoors?
- How can I keep myself safe outdoors? (thinking about road safety)
- We will continue to explore feelings and taking some time to think about our feelings and listen to what they are telling us.
- As part of this unit, we will look at E-Safety and how to keep safe online
- We will have visitors into school, and with them, we will think about different people who help to keep us safe or how they can help.

## **Communication and Language**

Key Vocabulary for this half term:

Hero, healthy, hygiene, plaque, pedestrian, physical, occupation, Space, satellite, space station

- 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.
- The children will continue to listen to each other and develop their use of questioning, to ask a question to a friend about something they have told us. (Who, Where, When, Why, What, How)
- The children will be encouraged to retell a story we have read in their own words.
- We will think about questions we can ask about what we read and answer these. (To do this we will focus our questions around VIPERS. Vocabulary, inference, prediction, retrieval, sequencing)
- The children will continue to learn different rhymes.
- The children will talk about how different people help us and talk about the role of healthy food and exercise in staying healthy.
- The children will talk about a significant event in history, recalling what happened and talk about why it is important.

## **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. We will practice using tools to make changes to materials, such as scissors, split pins, tape. During Read Write Inc, and throughout continuous provision, we will look at the correct letter formation and practice this. We will focus on the letters in children's names and any letters they find tricky.

### **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.

**PE:** This term, then children will take part in dance/movement sessions and ball skills. We will also look at how we can be healthy, talking about the importance of exercise, sleep, healthy eating and reasonable amounts of screen time.

In dance, children will develop their expressive movement through the topic of 'everyday life'. We will explore space and how they can move safely. The children will explore travelling movements, shapes and balances. We will encourage the children to create their own actions in response to music. They will have the opportunity to copy, repeat and remember actions and we will introduce counting to help them keep in time with the music. The children will perform to others and begin to provide simple feedback. Children will develop their ball skills and develop the use of these in activities where they have to work as a team. The children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. They will develop their fine and gross motor skills through a range of game play using a variety of equipment.

## **Understanding of the World**

- The children will learn and talk about the different jobs that adults do and how they can help us (Some examples: paramedics/nurses/doctors/fire fighters/post person/shop assistant/librarian/vet/dentist/crossing patrol/mechanic/coastguard and many, many more!).
- As part of this, we hope to arrange visits for the children so they will have real life experiences.
- The children will understand the importance of keeping our teeth clean and healthy.
- The children will understand and talk about what foods help keep our body healthy and plan and then make a healthy snack.
- The children will learn about the importance of road safety.
- The children will continue to recognise that people have different beliefs and explore these (for example Chinese New Year and Easter).
- The children will explore and learn key information about a historical event. (For example, key dates for space exploration)
- The children will find out about significant figures who have been to space and begin to understand that some events happened before they were born. (For example, The Moon landing. Tim Peake and many more, also through the use of story books, such as Look Up.)

## **Expressive Arts and Design**

- The children will continue to learn how to use different techniques for joining materials when constructing. (For example: Split pins, selotape, treasury tags)
- The children will look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (Jackson Pollock splatter)
- The children will continue to explore different medians to create pictures, such as paint, pastels, chalk, charcoal. Using different materials and shapes, they will create portraits of others. Thinking about people who help them for inspiration.
- The children will listen to music and think about how it makes them want to move.
- Children will continue explore how the pitch of a sound can be changed, using a variety of different instruments in our music studio. They will also explore the how the volume and tempo of a sound can be changed.
- The children will continue to use our home corner. We will encourage children to take on the roles of different people we learn about and use experiences they have had themselves, such as visits to the vets or doctors.
- The children will use a range of resources to create own props to help their role play.

## **EYFS EARLY READING**

The children have continued to consolidate their Set 1 Read Write Inc sounds and we are incredibly proud of them all!

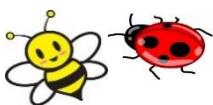
We have been practising reading daily and the children have enjoyed going into their phonics groups across the EYFS. **Please can we ask that you aim to read the LEARN TO READ (phonics book) or sound sheet with your child, at least 3 times a week?** This doesn't have to be a long task, even 5/10 minutes daily, will really help your child make progress and support their reading journey. Please record this reading in your child's reading record. We will continue to check this weekly. **If ready for books, children will be bringing these home once a week (usually on a Friday).** **They will keep these books for one week and it will then be changed.** They will have read this book during the week in phonics lessons, so this will be a chance for them to show off their reading and work on fluency.

This term, we will be having a focus on Red words. These are words that have a 'tricky' sound in and therefore can not be sounded out as other words can. Because of this, we have to practise reading these words by sight. The children will be bringing home a bookmark, with some Red words on to practise at home. Please could you support the children by asking them about the sound that is 'tricky' – for example in **the** it is the 'e' that is making a tricky sound. In **of** it is the 'f' that is making the tricky sound. Lots of short practise, looking at and recognising the words, will really help the children when they read sentences. Thank you for your ongoing support with this.

If there are any sounds your child is finding tricky to remember, seeing them and practising them lots will really help. We find the little and often approach works well. We will send out an updated video link list, so you can continue to use the sound videos at home to support the children.

**Please can reading folders, continue to be brought into school daily? Thank you for your support with this.**





## EYFS EARLY WRITING

Children will be given opportunities for mark making throughout every day. For example, in our home corner, they may write shopping lists, or write messages. The children love drawing pictures and writing notes to friends or family. They may practise their names, make cards, or write the letters they know.

Now we have learned all the rhymes for letter formation in Read Write Inc, we will practise the letters, making sure the children start in the correct place to make the shapes.

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 use something called Fred Fingers when spelling – this is where the children say a word they want to spell and then segment/break up the word into the sounds, pinching each sound onto their fingers. Eg: cat segmented c-a-t. The children hold up 3 fingers as there are 3 sounds and pinch on the sounds. They then write each sound down to spell the word 'cat'. We encourage the children to use the sounds they know when spelling independently, we call this 'phonetically plausible' spellings. Sounds have different spellings and the children learn them at different stages in Read Write Inc phonics. For example the 'igh' sound, can be written as 'i-e' 'ie', 'y'. This means a child may spell the word kite, as kight, kiet, kyt, kite. Once the children have had a go independently, we will then help them to use the correct spelling and show them this for future work.

We will also look at a sentence and talk what we need to remember when writing one. We will plan sentences and count the number of words. We will talk about a Capital letter to begin a sentence and explain why we need finger spaces in between each word. The children will use a lolly pop stick to help them remember! We then use a full stop to finish.

All children are at different stages in their writing. Some may be writing the initial sound they can hear in a word, some the initial and end sound in a word, some sounds in 3 letter words and some children are ready for sentence writing. Teaching and learning is targeted at individual needs. For example if spelling cat, a child may write 'c' 'ct' 'cat' 'cat on the mat'

## EYFS EARLY MATHS

Our Mathematics focus is '**Alive in 5**'. During this, we will look at what zero means. We will compare different numbers and continue to explore different compositions of number. The children will explore weight and compare the mass and capacity of different objects.

Concepts are taught initially using concrete, practical resources, we then move to 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.

**Comparing:** Children will continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. We will be looking for the correct use of vocabulary when explaining what they have found.

**Composition:** Children will continue to develop the understanding that all numbers are made up of smaller numbers. Eg: 6 can be composed of 2+2+2 6= 5+1 etc. We will encourage the children to subitise – which is where the children instantly recognise small quantities without touch counting. Some children will look at a larger number of objects and subitise to add together using mental strategies too.

**Comparing mass and capacity:** Children will make direct comparisons between objects, estimating which is heaviest and using balance scales to check. We will be using vocabulary such as heavy, light, big, small. When looking at capacity, we will encourage children to build on their understanding of full and empty, to show half full, nearly full and nearly empty. We will explore capacity using water, sand, rice and beads, using different sized and shaped containers.

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