

EYFS

Autumn 1



We have absolutely loved meeting the Honeybee and Ladybirds! They have all done so well coming in to their new classrooms and we are excited for the half term ahead! Starting school is a big step in their lives and we are excited to have a wonderful year with them all!

This next half term we will be looking at 'My World!' During this focus, we will be finding out all about each other! This is a great opportunity to get to know the children and create a personalised setting for all that gives a learning environment that enables them to feel secure, happy and inspired. The children will be encouraged to independently discover what makes them happy and we will link a lot of our learning to the 'Personal, Social, Health and Emotional' strand of the EYFS curriculum, to ensure wellbeing throughout all play and learning.

Key books for Autumn 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.

- The Great Big Book of Families
- Harry and the Bucketful of Dinosaurs – Starting school
- Elmer Texts
- I am Henry Finch
- Colour Monster
- Handa's Surprise

PE: PE will be on a **Wednesday** for both classes. On a **Tuesday** for Honeybees and a **Thursday** for Ladybirds. Please can children come into school in their PE kit on their class days. Please dress the children appropriately for the weather, as Autumn arrives, black joggers and school hoodies/jumpers will be best and trainers for outdoors.

Webpage: Please do check the Ladybird and Honeybee Class page on the school website. There are phonics videos on there (see Early Reading) and we will post updates and photos throughout the term.

Key Dates:

You will shortly be invited to an Early Reading and Maths information session, where we will explain how we teach reading and maths, and go into more detail about what the children will be doing in school and how you can help your child.

Parent's Evening = date to be confirmed

Personal, Social and Emotional Development

SCARF Unit: Me and My Relationships

- We will encourage children to think about what makes them special and unique.
- Together, we will explore who is special to each other and think about who can help us.
- We will spend time thinking about feelings. We will look at identifying and naming different feelings and thinking about how to deal with 'not so good feelings' and know some self-care techniques.
- We will think about how our actions can affect others around us. Together, we will decide how we can create an environment in class that keeps everyone safe and happy.

Communication and Language

Key Vocabulary for this half term:

Senses, unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, nervous, loved, excited, angry, calm, peaceful.

- We will use circle times, as a whole class and in small groups to develop use of language and communication skills. These will be used to explore the meaning of new vocabulary, share something about themselves, or even talk about the taste of a fruit!
- Children will listen to each other and learn about new school routines.
- We will talk about experiences that are familiar to each other.
- We will encourage the children to talk about themselves – what they like, who is important to them, what makes them unique and special.
- We will share family routines and special occasions
- Children will learn a new rhyme each week. They will bring this home with them each Friday and we hope they will love sharing it with you at home!

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. Examples of these activities are: threading, weaving, playdough, peg boards, pegs, cutting, building, using tweezers.

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 also introduce 'Scooter Fridays!' - information to follow soon!

In PE lessons, children will take part in activities that:

Help them to develop balance, negotiate space safely and consider others, follow instructions, play co-operatively and take turns with others. The children will use space and apparatus to practice different ways of moving and develop balance and co-ordination. They will love using the apparatus – climbing, travelling and jumping!

Understanding of the World

- Children will have the opportunity to talk about their families and name and describe people who are familiar to them.
- Together, we will talk about what they do with their family and places they have been.
- Children will look at similarities and make comparisons between other families.
- The children will explore their familiar world and the natural world around them.
- The children will be encouraged to explore simple maps of the local area and together we will look at creating maps of areas such as the classroom, the school or the park.
- We will look at different celebrations families celebrate, and talk about different beliefs.
- Children will have the opportunity to explore a World Map/Globe and talk about different countries in the world.

Expressive Arts and Design

- The children will have photos of their own families up in the home corner. These will encourage them to take on different roles when playing.
- Children will be encouraged to use colour to portray emotions.
- Children will use mirrors to explore faces and use shapes to create a self-portrait and portraits of others.
- There will be lots of opportunity for singing and learning rhymes and songs.
- Children will explore different musical instruments and look at how sounds can be changed and tap out simple rhythms.
- The children will listen to music and talk about how it makes them feel.
- The children will build stories around toys and use available props to support role play
- The children will be encouraged to build models using construction equipment and we will talk about what they have made and why.

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 learn the formation of each sound when it is written, and a rhyme to go with this to help them remember how. The children will be given the opportunity to practise this letter shape, at whatever stage of their writing journey they are. For example - large movement using their bodies, tracing in sand/shaving foam, using large chalks outside or using pencil and paper.

(Information about the letter rhymes will be given at the Early Reading Meeting. Please do look at the class page of the website for more information before, if you wish.)

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. Children will be encouraged to find a comfortable way to use mark making tools. We will look at the pencil grip the children use and use 'Finger Gym' activities to develop strength. This will be tailored to the individual children.

Children will give meaning to marks and labels. Some examples of writing opportunities given are as follows: Writing for a purpose in role play (writing a shopping list, a message for a friend or family, making a card), name writing, writing initial sounds and simple captions to label pictures/characters/maps/photos of themselves, their family or familiar events.





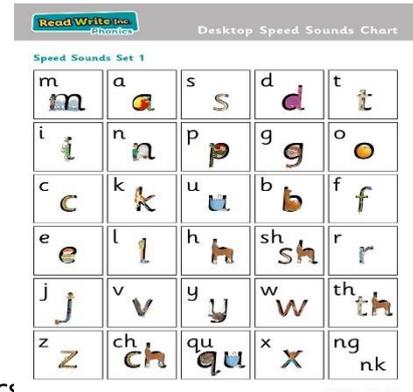
EYFS EARLY READING

At Lytchett Matravers Primary School, we use Read Write Inc reading. If you want to have a look before the Early Reading meeting at the Read Write Inc scheme (RWI), please have a look at the following videos: <https://www.ruthmiskin.com/en/find-out-more/parents/>

We teach children to read through **phonics**, which is the sound the letters make. The sounds are split in to Sets, we will begin by teaching Set 1 sounds from RWI. The following link shows you how to pronounce the sounds: <https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics-1/phonics-pure-sounds-video> It is really important that the sounds are pronounced correctly to allow the children to read.

We teach the sounds in the following order:

m, a, s, d	t, i, n, p
g, o, c, k	u, b, f, e
l, h, sh, r	j, v, y, w
th, z, ch, qu	x, ng, nk



We teach 4 sounds a week and the children will meet our phonics. We also look at simple blending and reading using the sounds they learn. When reading words, we **sound them out** (**segment** them). For example: m—a—t (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 'mat'. Lots of practise of is really important, as we want the children to be able to hear the words—this can be tricky!

On our class pages on the school website, under the tab 'Our Sounds', you will find videos of a short lesson of each sound! These are great to look at as a follow up with your children to go over the sounds, practising the pronunciation of the sounds and thinking of words beginning with each sound together. Rather than sending home 'homework', this half term if you would like to do anything extra at home, then please use these videos to refresh learning and think of words beginning with the sounds together. The video also shows how to write the sound and the rhyme, should your child want to practise this.

Once the children have learned sounds, we will begin to introduce books and reading records—more information about this will follow at the Early Reading and Maths workshop.



At LMPS we use the White Rose Maths resources. Through White Rose and our continuous provision we strive to create a deeper understanding within all maths concepts. Every concept is 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 as they move through their learning journey, for example, the children recognise that 5 is made up of 1+4, 2+3, 1+1+1+1+1 and so on.

Our first focus under the topic ‘JUST LIKE ME!’ we will be looking at the following...

Comparing Amounts: We will be looking at sorting collections in to sets and learning that these sets can be compared and ordered. We will be developing understanding that when making comparisons a set can have more items, fewer items or the same amount of items as another set. Eg: Looking at comparing quantities of 5 and 2.

Sorting: We will be exploring that collections of objects can be sorted into sets based on things such as colour, size or shape. We will be encouraging discussion around what is the same and different. We want the children to understand that objects can be sorted in different ways and getting them to think about their own criteria for sorting and being able to explain that.

Matching: We will be providing opportunities for the children to find and match objects which are the same. Some key questions we will use are—Can you find one exactly like mine? How do you know it is the same? Can you find one which is different to mine? Why is this not like mine?

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.

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and sort Compare amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing numbers to 5. One more and less.		
			Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern			Circles and triangles Positional language			Shapes with 4 sides. Time		