

PSED

Personal, Social & Emotional Development

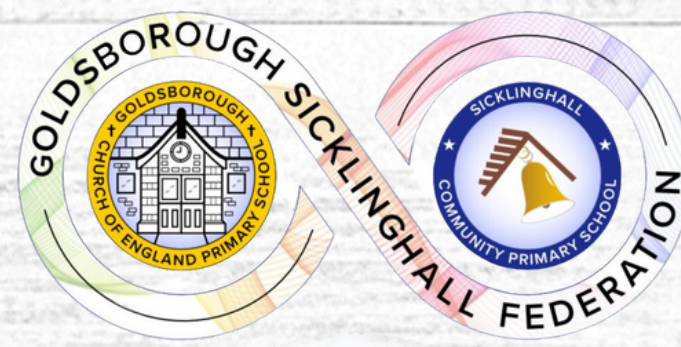
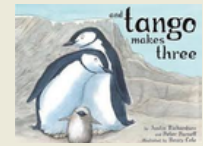
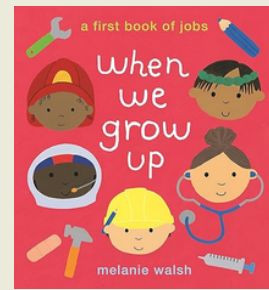
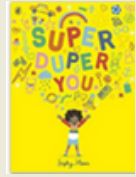
We will be focusing on: Living in the Wider World

Children will:

Develop their sense of responsibility and membership of the community. They will learn how to show more confidence in new social situations.

In media literacy and digital resilience, they will know and talk about the different factors that support their overall health and wellbeing including sensible amounts of 'screen time'.

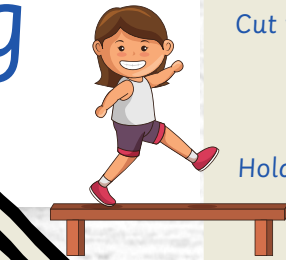
When learning about money and work, they will show an interest in different occupations.



Our Topic

Zoom to the Moon The Moon Landing

EYFS Curriculum Newsletter Spring 1 Jan-Feb 2024



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 first gymnastics skills which include:

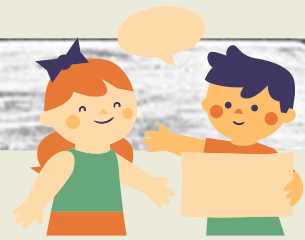
TRAVELLING, JUMPS, BALANCES

Agility balance coordination, Fundamental movement skills/ ways of travelling and

movement through dance using simple movement patterns

Balancing, rolling, jumping and using our body to make shapes.

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:

Encourage the children to extend their sentences and understanding by using the phrase 'Tell me why!'

We will encourage the children to use their language well by asking how and why questions.

The children will be supported to discover their passions.

They will listen to and talk about stories to build familiarity and understanding.

They will learn rhymes, poems songs

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: Peace and Thankfulness

What moments in history can you discuss where communities have wanted peace or have shown thankfulness?

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 styles of music through the Charanga scheme.

Children will be taught discrete Art lessons this half term.

They will learn about different space artists.

The children will explore the world of collage and textiles. They will create their own piece of art using weaving and collage skills learnt in lessons.

In textiles, the children will use a variety of different materials to create a collage.

They will print onto material and learn how to weave using a support.

They will use pre-cut paper and glue to create collages. Later, they will use un-cut paper and natural materials to create their own collage and improve their cutting and joining skills.

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 Space & The Moon Landing.

In reading we will be:

Using rhyming strings

Exploring common themes in familiar tales, identifying characters and settings.
Helping children to become familiar with letter groups, such as 'ch', 'ee' 'or' 'igh'.
Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

In writing we will be:

Writing CVC words and simple sentences writing using high frequency words

Encouraged to write labels and simple captions independently.

Creating a fact file.

Writing some of the tricky words such as I, me, my, like, to, the.

Taking part in guided writing based around developing short sentences in a meaningful context. Creating a story board.

Key Texts & Stories



Phonics



Spring 1 Phase 3 graphemes
ai ee igh oa oo oo ar or ur ow oi ear air er
<ul style="list-style-type: none"> words with double letters longer words

We will be teaching Phase 3 this half term. The children will learn more digraphs (two letters, one sound). We will also learn more tricky words. Children will be given extra blending practise to support their reading journey.

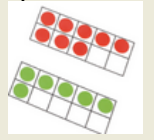
Maths



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

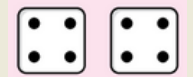
As mathematicians we will be learning a range of skills in order to provide us with firm foundations for our future mathematical learning. We will be learning to recognise small quantities without having to count them. We will be learning to pair and group objects based upon their properties. We will be learning lots of different number rhymes to support our counting skills.



The children will learn with Numberblocks too!

This half term we will focus on these steps:

Introduce zero, find 0-5, subitise 0-5, represent 0-5, 1 more, 1 less, composition of numbers to 5, conceptual subitising.



We will then move onto measure skills:

Find a balance, explore and compare capacity

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

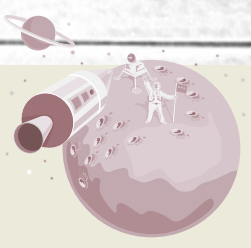
Make pairs- odd and even

Double to 8 (find and make a double)



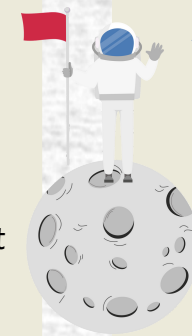
UW

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 The Moon Landing, we will look at a significant event and explore what it is like to be an astronaut! Children will look at the past and the present by learning about Neil Armstrong and Tim Peake. They will use the internet and non fiction books to find out facts about space and the moon.



In Science lessons, the children will learn about plants and how they grow. They will use seeds on exploration, talk about they can see, plant seeds and care for growing plants. They will draw pictures of plants and the natural world around them. They will observe the natural progress of growth (using beans and cress seeds).



In discrete RE lessons, we will focus on Special Places. They will: Talk about somewhere that is special to themselves, saying why Be aware that some religious people have places which have special meaning for them



Recognise a place of worship

Talk about the things that are special and valued in a place of worship
Identify some significant features of sacred places
Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

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.