



EYFS

Spring 2



It has been a great half term, the children have wowed us with their learning and have really been engaged and excited to learn about different people who help us.

The children really enjoyed our theme 'Superheroes! People Who Help Us.' The children shared experiences they have had at the doctors, dentists or vets. This topic has been made very memorable by some exciting visitors. The children loved meeting the Fire Service and learning about how to stay safe. This was made especially exciting with the look at the fire engine! They also enjoyed learning about the Police from visitors to the school. We have many children who now aspire to be doctors, nurses, paramedics, teachers, dentists, astronauts, police officers, vets, firefighters and many more, because of this focus!

This half term, the children will be looking at our theme – Animals! We will be starting by looking at animals people keep as pets, and thinking about how people look after these animals at home. This will be followed by looking at woodland animals, farm animals and wild animals around the world too.

Key books for Spring 2:

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

- Oi frog
- Little Red Hen
- What the Ladybird Heard
- Rumble in the Jungle
- We are going on a lion hunt
- 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: Stay and Play = Tuesday 19th March 2024. 2.30 – 3.30pm. 1 adult per child.

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. This half term, we will look at using simple tools to make Safari/Farm vehicles. We will look at the correct letter formation and practice this, using the Read Write Inc Rhymes – we encourage the children to say these rhymes as they write. PLEASE HELP AT HOME, by correcting children's letter formation, using the rhymes. Please ask your child's class teacher if you would like another copy of these. The letters a, g, d are particularly important, making sure children go around the letter shape first in an anticlockwise direction.

Gross Motor and PE:

In **PE** this term, the children will be focusing on dance and ball skills. The children will develop their ball skills through the topic of 'weather'. Children will continue to build on fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. In dance, the children will develop their expressive movement through the topic of 'places'. Children will explore traveling actions, shapes and balances. They will also be given the opportunity to copy, repeat and remember actions. The children will use counting to help them keep in time with the music.

Personal, Social and Emotional Development

SCARF Unit: Rights and responsibilities

During this unit, we will explore the following:

- The children will think about how we can look after people who are special to us.
- We will explore how to be caring and kind.
- The children will think about how they can look after their friends.
- We will explore what makes a good friend.
- We will think about how we can be helpful at home.
- We will think about how we can care for and look after the things in our classroom and at home.
- Together, we will look at how we can care and look after our world.
- We will also talk about money and how we can be mindful with how we use it.

Communication and Language

Key Vocabulary for this half term:

Animals, domesticated, wild, farm, herbivore, carnivore, omnivore, nocturnal, habitat.

- We will continue to use circle times, as a whole class and in small groups to develop use of language and communication skills.
- During our Literacy sessions where we read a book as a whole class and answer questions about what we read, the children will be introduced to new vocabulary. We will talk about the meaning of this word and we will encourage the children to use this new word!
- We will look at different rhymes and poems and learn these.
- The children will practice retelling stories we have read, thinking about key words or repeating phrases from the books.
- The children will engage in and talk about selected non-fiction texts.
- We will look at question words and use these to ask questions to find out more about things we are learning about or stories we have read.
- We will look at sequencing events correctly when retelling to each other, talking about an event in detail, and in order.

Expressive Arts and Design

- The children will recognise, create and describe patterns. Looking at animals, we will use different colours and shapes to create different patterns using these as a stimulus.
- We will combine different materials and medians to make a collage. The children will explore different materials and textures and talk about these.
- The children will develop their use of different techniques for joining materials when constructing. (Split pins, selotape, treasury tags etc)
- The children will continue to use role play to take on a role and create a narrative for their play. We will encourage them to retell stories they have listened to or recreate events we have discussed. We will encourage the children to create their own props to aid role-play.
- As part of Design and Technology we will look at a wheel and how this works. The children will create a Safari/Farm Vehicle and use simple wood work materials/tools to create wheels. The children will learn to use simple tools safely. We will plan and evaluate vehicles.
- In music, the children will continue to find the **pulse** in different songs/pieces of music. They will copy-clap some rhythms of phrases from the songs. We will look high and low pitch in different pieces of music and using instruments. The children will continue to learn and perform different songs.

Understanding of the World

- The children will learn about and then identify different habitats animals around the world animals live in. We will look at similarities and differences between these.
- We will look at animals that domesticated and those that are wild.
- We will talk about what the children have observed about different animals.
- The children will learn about what different animals need to survive and what some animals need to be looked after.
- We will look at United Kingdom and Tanzania on a World Map. The children will explore the differences in climate and physical geography.
- The children will explore a number of simple maps. We will learn about how a map is laid out and what a key means.
- The children will create a simple map using symbols and they will create a key.
- The children will talk about key features of religious celebrations and what this means for people around the world. (Easter)

EYFS EARLY MATHS

Our Mathematics focus is '**Building 9 and 10**'. During this, we will look at counting forward and backwards. The children will practise recognising number cards and showing the amount the number is. We will focus on subitising (instantly recognising quantities without touch counting) larger numbers by seeing smaller groups to help, Eg -I know it's 9 because I can see 3, 3, 3.

Comparing: Children will continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. They will compare 2 or 3 groups of items.

Composition – number bonds to 10: Children will continue to develop the understanding that all numbers are made up of smaller numbers. Using a 10 frame, the children will explore numbers by looking at how many more they need to make 10. There will be a big focus on number bonds/pairs to 10. Eg: 1+9 2+8 3+7 4+6 5+5 and we will talk about patterns the children notice.

3D shape and patterns: Children will explore and learn the names of 3D shapes and use these to build. We will look at 3D shape properties and group objects depending on these, talking about similarities and differences. Children will build on previous pattern work and we will investigate complex patterns, looking at using items more than once in each repeat. Eg: ABB AABBB
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.

EYFS EARLY WRITING

Our writing area is always busy! The children love drawing pictures and writing notes to friends or family. 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 and saying the rhymes out loud when they are writing.

The children will take part in whole class or small group writing inputs. We continue to use **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. Please watch this following video for more guidance on this:

<https://schools.ruthmiskin.com/training/view/4ek4EHel/IbnIPgca>

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'. Once the children have had a go independently, we will then help them to use the correct spelling.

We will also continue to look at a sentence and talk about what is needed when writing one. We will plan sentences and count the number of words. We will encourage the children to develop their own sentence ideas. We will continue to 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 if needed. We then use a full stop to finish. All children are at different stages in their writing. Teaching and learning is targeted at individual needs.

EYFS EARLY READING

The children are enjoying their reading and we are proud of how hard they are working to decode and read words.

The children have brought home red words to practise at home. Red words are words that they can't use their learned phonics skills to decode completely. The children have been taught to look for the sound that is a 'tricky letter/sound' in the word – this helps them to remember the red word. For example the word 'my' has a 'y' sound. The children can use the 'm' sound but not the 'y' sound and they learn that the 'y' is actually making an 'igh' sound and this is a tricky letter. An example of how we teach red words is here: <https://schools.ruthmiskin.com/training/view/U6ZpTQor/zooPapYK>

The children have all been re-assessed and some children have been given packs to take home and practise sounds they need to continue to learn by sight. Please use these sounds at home and encourage the children to look at them regularly with you. Please use the Ruth Miskin portal url links sent out previously to help support this if you wish. As always, please do not hesitate to contact us if you have any queries or questions about the group your child is.

If there are any sounds or red words 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.

