

EYFS Curriculum Newsletter 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 are excited to have a wonderful year with them all!

This next half term we will be looking at 'My World!' During the 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 **TUESDAY** for both classes. On a **Friday** 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, joggers and 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: (More information and a letter will follow about Parent Evening)

Early Reading and Maths Parents Session: Monday 19th September 6pm – 7pm

Drop in coffee with the SLT: Friday 16th September 3.00-3.30pm, school hall.

Parent Evening: Monday 17th October 15:45- 19:00 and Wednesday 19th October 15:45-18:00

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. We will talk about how it is OK to feel all feelings, but also look at what we can do to help deal with emotions such as anger.
- 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, 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
- Once settled in school, the 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, which will help them be ready for writing.

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.
- 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 portraits 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 of 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 everyday. 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. This will be at each child's starting point and tailored to their needs.

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 chinks outside or using pencil and paper.

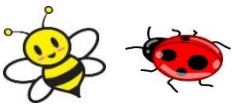
(Information about the letter rhymes will be given at the Early Reading Meeting. Please do look at the class page of the website for more information before, if you wish.)

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 dominant hand. 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 ReadWriteInc 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.

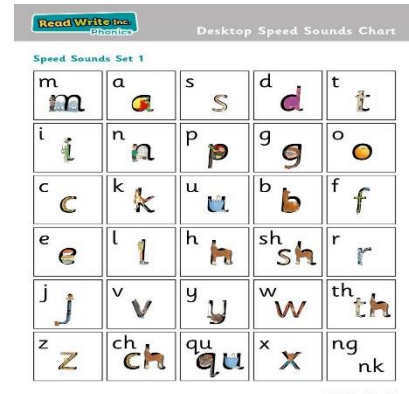
We teach the sounds in the following order:

m, a, s, d, t, l, n, p

g, o, c, k, u, b, f, e

h, sh, r, j, v, y, w

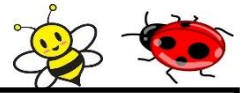
th, z, ch, qu, x, ng, nk



We will teach a sound every day and the children will meet our phonics friend – Fred the Frog! We also look at simple blending and reading using the sounds they learn. When reading words, we **sound them out (segment them)**. We call this **Fred Talk**. 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 this 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. Once the children begin Read Write Inc Phonics, 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**. The children will first bring home a **'love to read book'** and then once we have assessed their phonics knowledge, a **'learn to read book'** matched to their level. **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.

Communication

No question or worry is too small! We are always here to speak to you, our door is always open and one of our team will always be available. The partnership between parents and teacher is so important for a strong start for children at school 😊

If you would like to have a longer meeting with your child's class teacher, please speak to us on the door. You can either pop to the office to arrange an appointment, or email our team on office@lmpsdorset.co.uk and someone will get back to you. Both telephone conversations and face to face meetings can be arranged.

Alternatively, you can email the class teacher on:

ladybird@lmpsdorset.co.uk

honeybee@lmpsdorset.co.uk

Attendance



90% attendance sounds good, but means that your child misses:

- one half day each week
- nearly four weeks every school year
- over one school year in a school career

Attendance is monitored by the Office, Senior Leadership Team and Pastoral Care. We closely monitor the attendance of every child and work hard to support children and their families who are not attending school without sufficient reason.

95% attendance and above. This gives the children the best chances of success, this is fantastic!

90% to 94% attendance. There is some need for improvement and attendance will be closely monitored. Meetings may be called to discuss ways in which school can support the family to improve attendance.

89% attendance and below. This is poor attendance with a serious concern. Persistent absence can have a huge impact on children's learning, mental health and wellbeing. Meetings may be called with other professionals - both inside and outside of school (such as the Early Help Team), to discuss ways in which we can work together to support the family and improve attendance.

Your child's attendance % will be shared with you during each parents evening.

Who do we go to for help?

LMPS Safeguarding Team



Mrs Dominey
Deputy
Headteacher
& DSL

Mr France
Headteacher

Mrs McGrail
Pastoral Care
Worker

Mrs Foster
Assistant
Headteacher

Mrs Helm
Assistant
Headteacher