



### EYFS Newsletter Spring 1

We hope you all had a lovely Christmas break and would like to wish everybody a Happy New year. It's been great to welcome the children back this week and we are already impressed with how hard they are all working! We have lots of exciting learning planned for this new year and look forward to sharing this together along with some special celebrations.

Class 1 Miss Lindschau [a.lindschau@cvps.omegamat.co.uk](mailto:a.lindschau@cvps.omegamat.co.uk)

Class 2 Miss Hardman [l.hardman@cvps.omegamat.co.uk](mailto:l.hardman@cvps.omegamat.co.uk)

Class 3 Mrs Sheridan [b.sheridan@cvps.omegamat.co.uk](mailto:b.sheridan@cvps.omegamat.co.uk)

If you have any concerns, questions or queries please do not hesitate to contact your child's class teacher. Thank you for your support,

#### Dates for this half term

13<sup>th</sup> January-police visit

20<sup>th</sup> January-paramedics visit

22<sup>nd</sup> January- vision screening

31<sup>st</sup> January-Lunar New Year dance workshop

3<sup>rd</sup> February and 11<sup>th</sup> February-fire brigade in

11<sup>th</sup> and 13<sup>th</sup> February-parents evening

12<sup>th</sup> February- heights and weight check

#### Topic

This half term we will be learning all about the people who help us in our community. To support your child's learning, you could discuss some of the very important roles of people who help us. These could be: fire brigade, doctors, nurses, dentists, police, shop assistants, plumbers etc. You could discuss the roles these people play in helping us and keeping us healthy and safe. You could discuss their uniform, where you will find them and how to contact them.



#### Maths

This half term, we will be focusing on:

- Length and height
- Time
- 9 and 10
- Comparing numbers to 10
- Number bonds to 10

We will continue to recap previous Maths learning to ensure the children are secure with the knowledge that has already been taught.

### Reading

This half term, your child will be working on recognising special friends in words. E.g sh-shop. We will support your child to read the word 'shop-sh-o-p, rather than s-h-o-p.'

Your child will read a phonic book with their class teacher once a week. We ask that they read this book to you at home at least 3 times during the week. If your child has read 3 times in the week and their reading record is signed, then they will get 3 dojos in school. Reading phonic books matched to their phonic ability regularly will support your child to read with confidence and pace.



Please encourage your child to practise reading the red words that are in their book bags. Red words are words that can't be sounded out e.g. the, me, was etc. They learn these words by sight, the more they see the words, the more likely they are to remember them. You could pick 2/3 to work on each time. Reading these words by sight will help your child to read a book with growing confidence.

### Outdoor Equipment

Can we please ask that children don't play on the outdoor equipment at the start of the school day. The equipment is set up each morning ready for the children to access throughout the day.

### P.E

Please ensure your child has their PE kit back in school. Kits are sent home every half term to be washed and so you can check sizes.

Our P.E. days are:

Class 1-Thursday

Class 2-Wednesday

Class 3- Tuesday

We would also like to take this opportunity to thank you for your continued support and remind you that should you have any concerns please do not hesitate to contact us.

Kind regards,

EYFS Team

**Chapelford Village Primary School**  
**EYFS Newsletter**  
**Spring Term 1**



**Key texts to support literacy learning:**



**Literacy**

Reading

To read simple sentences, recognise common high frequency words without sounding out and recognise special friends within words.

Writing

To write short sentences with words with known sound-letter correspondences

Comprehension

To engage with stories and share their understanding of what they have read.

**Physical development**

Gross motor

To develop the overall body strength, co-ordination, balance and agility.

Fine motor

Use a range of tools competently, safely and confidently.

Numbers

Combining two groups to make 10, numbers 9 and 10 and comparing numbers to 10.

Number pattern

To compare length and height.

**Communication and Language**

Listening and attention

Listens and talks about selected non-fiction.

Speaking

To articulate their ideas and thoughts in well-formed sentences.

**PSED**

Self-regulation

Expresses their feelings and considers the feelings of others.

Managing self

Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.

Building relationships

**Understanding the world**

The world

Understands some important processes and changes in the natural world around them.

Past and present

Talks about the lives of the people around them and their roles in society.

People, culture and community

Is able to draw information from a simple map

**Expressive art and design**

Creating with materials

Creates collaboratively sharing ideas, resources and skills.

Being imaginative

Is able to develop storylines in their pretend play.