



Beech Class Newsletter Autumn Term 2



Hello! I can't believe we are in the second half term already! This half term will be extremely busy with all things Christmas and Nativity! In Beech Class, we have Miss Fairbrother Miss Bramwell and Miss Litwinek (Miss L) who are just as excited as me to welcome your children back for this half term.

If there are any concerns or anything you would like to discuss, then please don't hesitate to contact me. I am around at drop off and pick up, but you can also contact me via Dojo or on my email at mreeves@fleetwoods.lancs.sch.uk.

I hope to make this year exciting and full of learning for your child! Below I will detail the outcomes we hope to hit for each of the 7 areas of learning this half term. Please be aware, these may be similar to last half term, as for this half term, we are focusing on developing our listening and engaging in group tasks. Our topics that we will be focusing on will be: **Bonfire Night, Remembrance Day, Diwali, World Kindness Day, Children in Need, Road Safety, Advent, Winter, Nativity and Christmas!**

Our forest sessions will be changing and will now be on **Wednesday afternoons**. Please ensure children bring wellies and warm clothing.

Personal, Social and Emotional Development

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Begin to remember and follow rules with some understanding.
- Be increasingly independent in meeting their own care needs.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Communication and Language

- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Confidently and safely use a range of small apparatus indoors and outside, alone and in a group.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Begin to make sense of their own life story and family's history.
- Explore how things work.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Expressive Arts and Design

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore colour and colour mixing.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

Literacy

- We read English text from left to right and from top to bottom.
- The names of the different parts of a book.
- Page sequencing.
- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with the same initial sound, such as money and mother.
- Write some letters accurately.
- Engage in extended conversations about stories, learning new vocabulary.

Maths

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising).
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- Show finger numbers up to 3.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral up to 3.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 3.
- Compare quantities using language, more than, fewer than.
- Talk about and identify the patterns around them.
- Extend and create ABAB patterns (stick leaf, stick leaf).
- Notice and correct an error in a repeating pattern.

Religious Education

- I can talk about myself, my likes, dislikes, and what makes me special.
- I can talk about feelings I have experienced.
- I can talk about the names Christians give to God.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.