



EYFS Autumn 2



Last half term flew by! We are so proud of how the children have settled into school life at Lytchett. The children really enjoyed our theme 'My World'. They shared information about their families and lives and we have all enjoyed getting to know each other. We have set up routines and discussed how we can make our classroom a safe and happy place to learn.

This half term, the children will be exploring 'Changes all around us'. We will look at the changes of Autumn that we are already seeing and explore what happens to leaves when they fall from the trees. We will think about seasons and learn about the changes that happen in our environment in each one. There are many different festivals and celebrations this half term which we will be looking at too!

Key books for Autumn 2:

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

Percy The Park Keeper, Percy's bumpy ride, The rescue party, After the storm, One snowy night, The Jolly Postman Christmas, The Christmas Story, Alfie's Christmas

PE – Remains the same as last term. Ladybird Class = Monday and Wednesday

Honeybee Class = Tuesday and Thursday 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.

Key Dates coming up:

- **Christmas Stay & Play session in school: Tuesday 1st December 2.30 – 3.30pm.** One adult to attend for each child please due to space in the classroom – there will be other opportunities throughout the year for other people to join. This will be an opportunity for one adult to take part in Christmas activities/crafts and explore the setting with your child. Please speak to your child's class teacher if you are unable to attend.
- **Christmas Fair: Friday 5th December** after school
- **SAVE THE DATE - Reception & Year 1 Nativity Performance: Thursday 11th December to Reception** Parents. 9.15 – 10.15. (letter to follow)

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. During Read Write Inc, and throughout continuous provision, we will look at the correct letter formation.

Gross Motor: Large movements, such as sweeping with brooms or digging in construction, will work on strengthening the children's shoulder, elbow and wrist joints which help develop writing. We will look at making large movements with ribbons and chalks to help build that movement too.

In PE lessons, children will take part in activities that help develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. The children will use a range of equipment, such as hockey sticks and balls, beanbags, hoops, footballs and rugby balls to name but a few. The children will still experiment with and develop different ways of travelling around a space or on apparatus. We will also introduce the children to Yoga, where the children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.

Personal, Social and Emotional Development

SCARF Unit: Valuing Difference. Continuing from our theme 'My World', the children will think about the following:

Why they are special

Why everyone is special

How we are the same and how we are different

How being different makes us all unique

How we should celebrate the things that are the same and different about us all

Share about how our families are the same and different

Share what is the same and different about our homes

Think about what being kind and caring looks like and how we can be kind

We will also build on the children's independence, continuing to encourage them to put their own things away.

Understanding of the World

The children will explore the effects of changing seasons on the world around them. We will talk about the changes they observe in their environment and use all their senses to explore these. As part of this, children will develop an understanding of growth, decay and changes over time (looking at how leaves change over time)

The children will be given the opportunity to explore changes of state. (water/ice)

There are many different celebrations and special days to explore, share and talk about this half term. Thinking about why they are important and what they mean. **(Bonfire Night, Hannukah, Christmas, Remembrance day, Anti-Bullying, Children in Need).**

We will talk about some similarities and differences between celebrations in different cultures.

The children will compare and contrast characters from stories, including figures from the past (eg: Guy Fawkes)

The children will talk about their own experiences of celebrations such as Christmas and compare these with others. They will compare events that happen to them to how they would have happened the past. We will use books and pictures to help the understanding of this.

We will talk about the Christmas Story.

Expressive Arts and Design

Thinking about the special days, celebrations and festivals in the half term, the children will use different patterns and shapes to create pictures. E.g: Fireworks, Poppies.

We will explore colour mixing when painting.

The children will be given the opportunity to use natural objects, such as leaves, to print and create pictures.

Together, we will learn and perform Christmas songs, adding in actions.

The children will be encouraged to use familiar stories in role play, taking on different characters and telling it in the correct sequence.

In construction, the children will be given the opportunity to use different techniques for joining materials, such as selotape and masking tape.

The children will be practise weighing and combining ingredients, to bake Christmas gingerbread! We will encourage them to plan their design and talk about their ideas.

Communication and Language

Key Vocabulary for this half term: Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.

We will continue to use circle times, as a whole class and in small groups to develop use of language and communication skills. As we explore and learn the meaning of new and key vocabulary, we will encourage children to use the new vocabulary when talking and explaining.

Children will continue to listen to each other, but we will also develop their use of questioning, to ask a question to a friend about something they have told us.

Children will be encouraged to retell a story we have read in their own words.

We will look at answering questions about stories we read in class and explore asking questions to check what we have read.

Children will learn rhymes and songs.

The children will listen to and follow two or more step instructions.

EARLY READING

The children have continued to learn Read Write Inc sounds. They have been exposed to all the Set 1 sounds and we have assessed what they have learned and remembered. You will receive more information about the books or focus sounds each child will be bringing home.

We have been doing lots of practise of Fred Talk! With Fred the Frog! This is where we look at blending and reading using the sounds they learn. When reading words, we **sound them out (segment them)**. For example: sh-o-p (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 'shop'. Lots of practise of this is really important, as we want the children to be able to hear the words. This video will help show you what the children have been doing: <http://schools.ruthmiskin.com/training/view/86xoUUzn/UmpXzpvo>
<http://schools.ruthmiskin.com/training/view/S7RdM5Vq/tIA3wpND>

Green words are where the children will need to **blend** the sounds together. This video will help show you what the children will be doing: <http://schools.ruthmiskin.com/training/view/RBO7FQ1T/48QTMFgx>

Please continue to record any reading you do at home, in the reading record, as we love to see what the children are reading at home. Please continue to use the Read Write Inc at home links and the Sound sheets we send home, to practise sounds with your child and help them gain confidence.

EARLY WRITING

Children will be given opportunities for mark making throughout every day. 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.

As part of Read Write Inc, the children will continue to practise the formation of each sound when it is written, and a rhyme to go with this to help them remember how. We will use these rhymes to help children write their names with the correct letter formation. We will look at writing simple 'green' words, using sounds they have learned and 'Fred Fingers' where we pinch the sounds on we can hear in words. This video shows you how:

<http://schools.ruthmiskin.com/training/view/cAjNNIKd/fnqY4AhH>

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. We will look at the pencil grip the children use when writing and use 'Finger Gym' activities to develop strength. This will be tailored to the individual child. We talk a lot about 'Pinchy Fingers' in school! This video is great to watch [Crocodile Snap Write Rules Tripod Pencil Grasp Song for Children - YouTube](#)

Children will give meaning to marks and labels. During Read Write Inc, we will also look at RED words. These are words which do not follow the usual phonetical pattern, such as 'I, to, the, my, me'. We will model how to use these words in sentences and encourage the children to use them in writing too.

EARLY MATHS

We are building on the children's previous experiences of number and further developing their subitising and counting skills. This half term they will explore the composition of numbers within 5 and begin to compare sets of objects and use the language of comparison.

Counting, ordinality and cardinality – The children will continue to engage with activities that show the purpose of counting – to find out 'how many' objects there are altogether. They will reinforce their understanding of cardinality - that the last number in the count tells us 'how many' things there are altogether in a set of objects – and they will further practise their 1:1 correspondence skills, by counting number at the same time as moving objects. The children will also begin to verbally count to larger numbers. Singing counting rhymes will give them opportunities to hear, join in with and develop their knowledge of the counting sequence.

Comparison – When comparing, children will begin to understand similarities and differences. The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal. Mathematical language that the children will learn and use include '**more than**', '**fewer than**' and '**an equal**' number' to describe how many objects there are in each set.

Composition – Composition of number is a key area of mathematics. The children will begin to explore composition by focusing on the concept of '**wholes**' and '**parts**'. Through investigation they will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts. The children will be focusing on the composition of 3, 4 and 5. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 3 can be composed of 1 and 2.

Shape – We will start to learn about different 2D shapes. We focus on circles, triangles, squares and rectangles. Children will notice the shapes all around them and will start to notice them in the environment around them. We will learn how to describe the shapes properties using the mathematical language such as '**sides**', '**straight**', '**corners**' and '**round**'. We will have lots of hand on experiences looking at different shapes of different sizes and use their properties knowledge to compare the different shapes. The children will be investigating how shapes can be combined to make new shapes.

Position – Children will begin to use positional language such as '**in**', '**on**', '**under**', '**over**', '**beside**', '**between**', '**in front of**', '**around**', '**through**' and '**behind**' to describe how items are positioned in relation to other items.