



EYFS Spring 1



Wow! What a fantastic first term the children had. We are very proud of them all! Thank you for all of your ongoing support. We hope you all had a wonderful break with your family and close ones. The children really enjoyed our theme 'Changes All Around'. They enjoyed exploring the school grounds and reading all about Percy the Park Keeper! We have looked at how the environment changes around us and have enjoyed sharing different celebrations.

This half term, the children will be looking at our theme – Superheroes! We will look at people who help us and think about how we can keep ourselves healthy and safe. We will also look at people who have done some amazing things and learn all about them! We are planning to have visitors into the school, such as the fire service, to help engage the children in their learning and provide lots of hands on and real life experiences. If you would like to come in and speak to the children or know someone in your family that would, please do speak to your child's class teacher! We would love to have you in!

Key books for Spring 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.

- A Superhero Like You Dr. Ranj (People who help us)
- Supertato
- Look Up! (Space)
- Busy People series by Lucy George
- A range of non-fiction texts

PE: PE will be on a **Monday and Thursday** for Ladybird Class. PE will be on a **Tuesday 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, such as coloured tracksuits.

Key Dates:

Wednesday 29th January and Thursday 30th January 2025 – Families' Evening. More information to follow soon.

Tuesday 18th March 2025 – EYFS Stay and Play 2. 2.30pm – 3.30pm.

Tuesday 1st April 2025 – Animals2U visit in school for Reception and Year 1 – letter to follow

Personal, Social and Emotional Development

SCARF Unit: Keeping myself safe During this unit, we will explore the following:

- What does being safe mean? What is safe to go in my body? (thinking about healthy eating, oral hygiene)
- How can I keep myself safe indoors and outdoors? (thinking about road safety)
- We will continue to explore feelings and taking some time to think about our feelings and listen to what they are telling us.
- As part of this unit, we will look at E-Safety and how to keep safe online
- We will have visitors into school, and with them, we will think about different people who help to keep use safe or how they can help.

Communication and Language

Key Vocabulary for this half term: Hero, healthy, hygiene, plaque, occupation, pedestrian, space, satellite

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. We will learn new words each week in drawing club where we look at different books.

The children will continue to listen to each other and develop their use of questioning, to ask a question to a friend about something they have told us. (Who, Where, When, Why, What, How)

The children will continue to learn different rhymes.

The children will talk about how different people help us and talk about the role of healthy food and exercise in staying healthy.

The children will talk about a significant event in history, recalling what happened and talk about why it is important.

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. During Read Write Inc, and throughout continuous provision, we will look at the correct letter formation and practice this. We will focus on the letters in children's names and any letters they find tricky.

Gross Motor PE: This term, then children will take part in dance/movement sessions and ball skills.

In dance, children will develop their expressive movement through the topic of 'everyday life'. We will explore space and how they can move safely. The children will explore travelling movements, shapes and balances. Children will develop their ball skills and develop the use of these in activities where they have to work as a team. The children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.

Expressive Arts and Design

The children will continue to learn how to use different techniques for joining materials when constructing. (For example: Split pins, selotape, treasury tags)

The children will look at the work of a famous artist and produce a piece of art work using an artists style as a stimulus (EG: Jackson Pollock splatter)

The children will continue to explore different medians to create pictures, such as paint, pastels, chalk, charcoal. Using different materials and shapes, they will create portraits of others. Thinking about people who help them for inspiration. The children will listen to music and move to it.

Children will continue explore how the pitch of a sound can be changed, using a variety of different instruments in our music studio. They will also explore the how the volume and tempo of a sound can be changed.

The children will continue to use our home corner. We will encourage children to take on the roles of different people we learn about and use experiences they have had themselves, such as visits to the vets or doctors.

Understanding of the World

The children will learn and talk about the different jobs that adults do and how they can help us (Some examples: paramedics/nurses/doctors/fire fighters/post person/shop assistant/librarian/vet/dentist/crossing patrol/mechanic/coastguard and many more!. We hope to arrange visits for the children so they will have real life experiences.

The children will understand the importance of keeping our teeth clean and healthy.

The children will understand and talk about what foods help keep our body healthy and plan and then make a healthy snack.

The children will learn about the importance of road safety.

The children will continue to recognise that people have different beliefs and explore these (for example Lunar New Year and Easter).

The children will explore and learn key information about a historical event. (For example, key dates for space exploration).

The children will find out about significant figures who have been to space and begin to understand that some events happened before they were born. (For example, The Moon landing. Tim Peake and many more, through the use of story books, such as Look Up.)

EYFS EARLY READING

We have been practising reading daily and the children have enjoyed going into their phonics groups. **Please can we ask that you aim to read the LEARN TO READ (phonics book) or sound sheet with your child, at least 3 times a week?** This doesn't have to be a long task, even 5/10 minutes daily, but it will really help your child make progress and support their reading journey. Please record this reading in your child's reading record. We will continue to check this weekly. **If ready for books, children will be bringing these home once a week (usually on a Friday). They will keep these books for one week and it will then be changed.** They will have read this book during the week in phonics lessons, so this will be a chance for them to show off their reading and work on fluency.

This term, we will be having a focus on Red words. These are words that have a 'tricky' sound in and therefore can not be sounded out as other words can. Because of this, we have to practise reading these words by sight. The children will be bringing home a bookmark, with some Red words on to practise at home. Please could you support the children by asking them about the sound that is 'tricky' – for example in **the** it is the 'e' that is making a tricky sound. In **of** it is the 'f' that is making the tricky sound. Lots of short practise, looking at and recognising the words, will really help the children when they read sentences. Thank you for your ongoing support with this.

If there are any sounds 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. We will send out an updated video link list, so you can continue to use the sound videos at home to support the children.

Please can reading folders, continue to be brought into school daily? Thank you for your support with this.

EYFS EARLY WRITING

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

The children will take part in whole class or small group writing inputs. We use something called 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. 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. Once the children have had a go independently, we will then help them to use the correct spelling and show them this for future work.

We will also look at a sentence and talk what we need to remember when writing one. We will plan sentences and count the number of words. **We will 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! 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 MATHS

This half term the children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Subitising – Children will use their subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers (eg: I can see a 2 and 3 – there is 5 altogether).

Counting, ordinality and cardinality – Children will continue practise counting, to find out 'how many' objects there are. We will be revisiting the concept of cardinality – that the last number in the count tells us how many things there are altogether. The children will be provided opportunities to hear, join in with and develop their knowledge of the counting sequence. Children will develop their understanding of the difference in value of consecutive whole numbers (1, 2, 3, 4, 5). They will spend time discovering that each number has a value of 1 more than the previous numbers.

Composition– The children will be consolidating their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. The children will deepen their understanding of a 'whole' being made up of smaller parts through practical experience, for example moving frogs from a long in a nursery rhyme. The children will begin to secure their understanding of the pairs numbers that make 5, and then will start to explore 6 and 7 as numbers that are composed of '5 and a bit'.

Comparison – When comparing, children notice attributes and begin to understand differences and similarities. The children will notice when quantities are equal or unequal and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal.

Key vocab for comparison – more than, fewer than and an equal number.