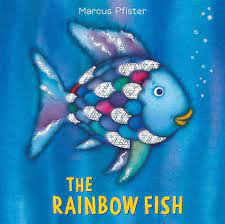
Early Years Topic Letter – Autumn 1



Welcome back to children who were with us before the Summer holidays and a big hello and welcome to the new children joining us!

I hope you have all had a wonderful Summer holiday. I cannot wait to hear about all your adventures!

**Gentle reminders:**

Please continue to support us as we work hard to keep your children safe, we will be continuing to run things like we did in the last term until our risk assessment changes in school and any changes we will notify you via letter and tapestry. Please remember only one adult should be dropping off or picking your child up from school to reduce numbers on our school site. We really appreciate your support. Drop off for all children is 8.45am (prompt please as this allows our day to run smoothly, so we can settle children into their new routines.) Pick up is 3.15pm or 12noon if your child goes home after lunch.

Please remember a waterproof coat at all times, we go out in all weathers! As the weather changes and is colder a hat, scarf and gloves may be needed, water bottles are also essential please. Please make sure every item of clothing and water bottle is clearly marked with your child’s name. This makes it easier for us to make sure items are not lost and are reunited with their owner quickly.

Please remember to log onto your child’s tapestry account regularly, this will help you to see what your child’s next steps are and will help you to support your child’s learning. Further to this, it is a lovely way to see what we have been up to and talk about school with your children. Don’t forget to upload achievements and experiences at home.

|  |  |
| --- | --- |
| Personal, Social and Emotional Development  We will reinforce positive behaviour at all times in EYFS. Supporting the children to develop their personal, social and emotional development is at the core of what we do in every way.  This half term we will place particular emphasis on:  New Beginnings  See themselves as a valuable individual.  Being me in my world  Class Rule Rules and Routines  Supporting children to build relationships  Dreams and Goals | Physical Development  This half term we will be developing our independence! We will be working on putting our own shoes or wellies on, going to the toilet, identifying when we need our nappy changes, putting our coat on, peeling our fruit and putting our straw in our milk! You can help at home by supporting your child to get dressed by themselves and have a go at putting their coat on before you help them. You can also support them to wash their hands.  We will also be working hard to develop our fine motor and gross motor skills. We will be doing this through our dough disco and ‘squiggle while you wiggle’ sessions as well as daily name writing.  We will promote gross motor activities like climbing, jumping, running, throwing and catching through physical activities and when using our climbing frame and the cars and bikes.  We will be taking part in lots of fine motor activities which will help to develop the strength in our fingers, and support us to hold a pencil effectively. These will include things like pinching, threading, using pegs, twisting, brushing, stacking and using tweezers.  Squiggle Whilst you Wiggle - School of Spread the Happiness  We will be developing our pencil control and Reception will be focussing on accurate letter formation in our names and other words. In Nursery, if we are ready we will also be working hard to write our names. |
| RE  This half term Reception will take part in RE sessions and our main focus this term will be Christianity and communities, we will also look at festivals and celebrations.  We will be learning:  To understand what a community is.  To understand why it is important to be part of a community.  To be able to give an example of a community they are part of.  To have an awareness of our Christian Church community. | Communication and Language  We develop the children’s listening and attention, understanding and speaking skills all of the time and often based on your child’s next steps as the children often have specific areas to work on.  This half term we will be focusing on:  Learning the ‘Rainbow Fish’ story off by heart through our Talk4Writing approach and learn new vocabulary in relation to the story and characters.  Singing and learning lots of new and familiar nursery rhymes.  Having two channelled attention, being able to listen and ‘do’ at the same time. |

|  |
| --- |
| Reception Literacy  This half term in Reception we will begin to learn RWInc set 1 sounds through short and snappy ‘speed sounds’ sessions each morning, designed to teach the children to recognise and pronounce the pure sounds, before reading them in simple CVC words such as ‘cat, top, sit.’ Each child will have a plastic wallet in their bags and as we learn and introduce new sounds these will be placed in your child’s pack, please support us and practise these at home, little and often is key and really does make a big difference. If you can pop a little note in your child’s reading record with what you have done and how they have got on, this is a good way to communicate between home and school as well as tapestry.  We will also begin to introduce new red words this half term such as ‘I, the’. These words are words that cannot be sounded out and they just need to be learnt by sight.  We will be developing our writing skills this half term so that children can begin to label pictures and write for various purposes using initial sounds and single words. It is very important as children pick up the sounds in Read, Write, Inc that they practise forming them correctly, starting in the correct place.  We will develop our recognition of rhyming and alliteration through fun games, songs and rhymes. It is vital that children develop tehir sound discrimination skills before they can become fluent readers.  We will be developing our ‘Talk 4 Writing’ skills this half term by linking lots of what we do to our focus text is ‘Rainbow Fish’. We will be learning to retell this story by creating story maps, learning actions and taking part in lots of fun activities relating to the text.  We will encourage dominant hand, tripod grip, mark making, giving meaning to marks and labelling. We will write shopping lists, initial sounds and simple captions. Use initial sounds to label characters and images. |
| Nursery Literacy  This half term in Nursery we will focus on learning and retelling familiar and new Nursery rhymes. We will be sharing our focus text of ‘Rainbow Fish’ as we take part in many activities linked to the story and we will learn to retell the story and put actions to it.  We will work on having a go at writing our names and developing our mark making skills.  This half term we will be placing our emphasis on creating confident mark maker’s, allowing the children to explore the different marks they make using a variety of tools including chalk, pens, pencils, crayons, water and in sensory trays. We will take part in ‘Squiggle While you Wiggle’ sessions to help us to develop our early writing skills in an energetic and fun way.  We will also be promoting drawing and supporting the children to talk about what they have drawn and the marks they have made.  PictureWe will take part in short daily phase one phonics sessions which will help us to develop our sound discrimination and listening skills. This half term we will be focussing on body percussion and rhythm and rhyme.  Key vocabulary: fiction, non-fiction, rhyme. |

|  |  |
| --- | --- |
| Nursery Maths  Maths happens all day in Early Years, during the  register, at snack time and while the children play. Before the day has even started we have counted and added up how many children we have at school and recorded this using numicon and on tens frames.  This half term we will focus on:  Counting to 10 through nursery rhymes, songs and games  Counting a small group of objects  Use language relating to size – small, big, tall etc  Using language like ‘more’ and ‘a lot’.  Sorting and matching  Exploring patterns  Key vocabulary: how many? More, less, bigger, smaller, tall, short, number, same, different. | Reception Maths  Maths happens all day in Early Years. Each morning at register time, we will count how many children we have, add them up and record this using numicon and number sentences before our day has even started! Maths is covered in all areas of the provision but we also take part in short directed Maths activity each day. The children can then apply the skills they have used in the provision.  This half term we will focus on:  Matching and Sorting  Comparing amounts  Comparing mass, size and capacity  Exploring patterns  Representing 1,2,3  Key vocabulary: same, different, more, less, bigger, smaller, equal, heavier, lighter, number, amount, quantity. |
| Expressive, Art and Design  This term the children will have the opportunity to:    Independently explore the classroom areas and resources.  Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.  Join in with sing call-and-response songs, so that children can echo phrases of songs you sing.  Do self-portraits, junk modelling – talk about what they did and their creations.  Listen to Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.  Take opportunities to work together to develop and realise creative ideas.  Make Superhero masks. | Understanding the World  This term we will be:  Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  Talking about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  Navigating around our classroom and outdoor areas.  Looking at different occupations and how they use transport to help them in their jobs.  Thinking about long ago – How time has changed. Using cameras.  Key vocabulary: family, community, mum, dad, brother, sister, grandma, grandad, uncle, aunt, cousin, friend, jobs, occupation, birthdays, celebrations, time, change, different, same. |