

The Half Term Ahead

EYFS: Autumn 2

Earth Charter links: Interconnected; Family; Past; Peace

Big Questions: What are the similarities and differences in this season? What is Diwali and how is it celebrated? Why do Christians celebrate Christmas?

Launch Event: Search for Leaf Man
Visits, visitors & trips: Diwali talk
Finale Event: Nativity performance

Key dates

Please put these dates in your diary:

Saturday 9th November

Avonwood Fireworks Night



Tuesday 12th November

We will be joining in with 'Odd Socks Day'. This day helps us to recognise that everyone is unique and different, and that we all need kindness and respect. We would love to see Foundation wearing their odd socks on this day!

Friday 15th November

Children in Need. We will be holding our traditional Avonwood Onesie Day! All children are welcome to come to school in a onesie for the day. Voluntary donations to Children in Need will be gratefully received.



Friday 13th December - 09:30am

We are excited to invite you to our EYFS Nativity performance! Costume letters and any lines will be sent home soon. Tickets will be issued to you closer to the time.

Wednesday 18th December

We are having our annual 'Save the Children' charity Christmas Jumper Day. Children should wear normal school uniform but with a Christmas / Festive jumper if they have one. Voluntary donations for this charity welcome.



Home Learning Expectations

Reading every day: the power of 1:1 reading

The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities. We advocate the reading of your child's book **at least** 3 times as well as phonic sound practise and sharing stories.

Home Learning cycle: standardised deadlines

- ⇒ The homework cycle begins on Friday
- ⇒ All homework is due to be completed by Thursday morning of the next week.

Activity	Expectation
Doodle Maths	3x 10min sessions a week
*Phonics (including word work & letter formations): in Phonics Home Learning Book	Around 10 minutes a week

Tasks/activities in addition to reading at home daily

As of Autumn 2, weekly Doodle Maths Challenges will be set on a Friday. Your child's log in can be found stapled into the front of their reading record. Please see details attached below outlining how to complete the baseline assessment with your child at home. It is vital that the instructions are followed as this will ensure independent Doodle Maths challenges match your child's maths capabilities.

Additional Notice




Evidence Me is now set up for you to add any 'Wow! Moments' or learning at home that you would like to share with us in school. We will add to your child's Evidence Me profile in school, and you will receive a copy of this at the end of the year as part of their learning journey.










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Curriculum Overview

Year EYFS	Autumn 2 Content	Milestones
Literacy 	Leaf Man by Lois Ehlert Exploring and describing autumnal objects Labelling objects Owl Babies by Martin Waddell Creating and describing woodland scenes Speech bubbles Lost posters Rama and Sita Character descriptions Diwali (non-fiction) Lists Cards Stick Man by Julia Donaldson Postcard writing Christmas (non-fiction) Lists Cards	Communication and Language <ul style="list-style-type: none"> Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Learn new vocabulary and use throughout the day Articulate ideas and thoughts in well-formed sentences Ask questions to find out more and check understanding
Phonics 	Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur -ing word ending	Literacy <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Answer 'what' questions related to a story Answer who, what and where questions about a book. Retell the main events in a story. Write their first name without a reference Spell words by identifying the sounds and then writing the sound with letter/s <ul style="list-style-type: none"> write the correct initial sounds of words write the correct initial sounds of words / write CVC words using the sounds they have been taught
Maths 	It's me 1, 2, 3 Making totals of 1, 2, 3 Circles and triangles Identify and name Compare Shapes in the environment Position of shapes 1, 2, 3, 4, 5 Find 4 and 5 Subitise Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment Time My day and night	Mathematics <ul style="list-style-type: none"> Identify representations of 4 and 5 Match number names we say to numerals and quantities. Count up to 4 and 5 objects in different arrangements by touching Use their own mark making to represent 4 and 5 Understand the 'one more than/one less than' relationship between consecutive numbers.to 5 To compare groups of identical of objects using accurate mathematical vocabulary To compare groups of objects that are arranged differently and with objects of different sizes Recognise shapes in everyday objects and the environment. Describe some properties of rectangles and squares Use time related vocabulary to talk about their day



<p>PSED</p> 	<p>Puzzle 2. Celebrating Difference What I Am Good At I'm Special, I'm Me Families Houses and Homes Making Friends Standing Up For Yourself</p>	<p>PSED</p> <ul style="list-style-type: none"> • Talk positively about themselves and what they can do. • Begin to understand and discuss consequences of our behaviour. • Fasten zips independently • Take turns when playing simple games. • Wait with increased patience for attention or a turn in a game/with a toy. • Show empathy towards their peers.
<p>Topic</p>  	<p>Amazing Autumn Bonfire Night and firework safety Signs of autumn Hibernation Nocturnal animals Day and night</p> <p>Let's Celebrate Diwali Christmas Opportunities for exploring different traditions, customs, cultures, religions</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel when exploring forces and materials. • Talk about changes they observe • Talk about what they celebrate. • Comment on pictures of festivals celebrated by others. • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.
<p>EAD</p>  	<p>Amazing Autumn Artist - Andy Goldsworthy – Autumn Art Pastels Combining materials through collage Firework ribbon dancing</p> <p>Let's Celebrate Introduction to clay – diva lamps Nativity songs and performance</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Select colours appropriately for a task. • Print or collage independently to create a pattern or image. • Combine different techniques to create a picture. • Perform songs as part of a group. • Move in time to music. • Create their own small worlds and use imagination to develop storylines. • Use experiences and stories to develop storylines. • Take on different roles in pretend play.
<p>PE</p>	<p>Indoors: Spatial Awareness</p>	<p>Physical Development – Gross Motor</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Physical Development – Fine Motor</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can begin to use a range of tools safely and confidently.
<p>RE</p> 	<p>Religions: Christianity What is Christmas?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.
<p>E-Safety</p> 	<p>Education for a Connected World (Online Safety) Self-image and identity Online Relationships</p>	



Doodle Maths

We are very excited to be able to launch 'Doodle Maths' in Foundation. Doodle Maths is an app that enables your child's teacher to send quick and fun maths activities for your child to complete at home. These activities will be linked to our learning in school.

As part of our weekly home learning, we will now be setting 'Doodle Maths' activities for your child to have a go at. Your child's login details will be attached to the inside page of their reading record.

For the first week of Doodle Maths home learning, we kindly request that your child completes the 'Baseline Assessment' on Doodle Maths. This has been set for all children to complete **independently** to check they are working at the correct level. When the baseline begins, you will be asked 'How does **** find maths?' - it is best to select a bar nearer the 'difficult' end as the questions can include areas that the children are yet to learn. During the baseline, you may want to re-read the questions for the children, but it is important that the children answer the questions **independently**. This will allow Doodle Maths to be specifically tailored to your child's maths capabilities.

IMPORTANT: If your child is unable to complete a question, then press the yellow arrow to skip it. Please do this instead of answering for your child. It does not matter if your child answers the baseline questions incorrectly as the idea is that Doodle tailors all 'games' and '5-a-day' questions based on your child's capabilities. Some baseline questions may seem very difficult, but this is due to the baseline covering some Year 1 objectives.

If you have any other questions, then please come and chat to your class teacher.





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