

The Half Term Ahead

EYFS: Autumn 1

Earth Charter links: Family; Interconnected; Love;

Future

Big Questions: Who am I? Who is in my family? Who helps me and how?

Key dates

Please put these dates in your diary:

⇒ Wednesday 2nd October – School photos



⇒ Friday 11th October 9:15am - Parent phonic presentation



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.

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.

Tasks/activities in addition to reading at home daily:

| 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 |

Additional note – please could you send in a family photo for us to be able to create a class family photo album for our reading areas. Many thanks

Family



Love



Interconnected







Future









Avonwood Primary School

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Part of United Learning

Curriculum Overview

| Year EYFS | Autumn 1 Content | Milestones |
|---|---|---|
| Literacy  | So Much by Trish Cooke Talking about our family, drawing and naming family members Here Comes Frankie by Tim Hopgood Talking about our home and drawing it; using our 5 senses Supertato by Sue Hendra and Paul Linnet Speech bubbles for characters in the story; question and answer time with our local heroes (firefighters, vet, dental nurse and paramedics) | 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. Literacy <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. 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 Orally plan a sentence for an adult to scribe Write the correct initial sounds of words |
| Phonics  | Phase 1 Listening skills Phase 2 s a t p i n m d g o c k c k e u r b h f l f f l l s s | |
| Maths  | Sorting and matching Matching objects and pictures Identify a set Sort objects and create sorting rules Compare Comparing measures Explore and compare size, mass and capacity Making simple patterns Explore simple patterns Copy and continue simple patterns Create simple patterns Representing 1, 2, 3 Find 1, 2, 3 Subitise Represent 1, 2, 3 Find 1 more and 1 less Composition 1, 2, 3 Making totals of 1, 2, 3 | Mathematics <ul style="list-style-type: none"> Find and match objects that are the same. Sort objects according to colour, size or shape. Identify representations of 1,2 and 3 Match number names we say to numerals and quantities Count up to 3 objects in different arrangements by touching Use their own mark making to represent 1, 2 and 3 Use the vocabulary <i>fewer</i>, the <i>same</i> and <i>more</i>. Understand that as we count, each number is one more than the one before. Understand that as we count back, each number is one less than the one before. Make comparisons between groups of 1, 2 and objects. Compare and order objects according to their size. Use mathematical language to describe size Copy, continue and create simple repeating patterns. Explore AB patterns in a range of contexts. |
| PSED  | Being Me in My World Class Routines and Responsibilities Being Unique The Learning Charter How am I Feeling? | PSED <ul style="list-style-type: none"> Identify and name feelings in themselves and others, <i>e.g. cross, lonely, worried.</i> Follow two-step instructions. Put on socks and shoes. Take turns when playing simple games. |



| | | |
|---|--|---|
| <p>Topic</p>   | <p>All About Me Me and my family My 5 senses People who help us When I grow up...</p> | <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel when exploring forces and materials. • Talk about the occupations of people they live with. • Name and talk about their extended family. • Discuss different occupations of family members and people who are known to them. • Ask questions to find out more about different occupations. |
| <p>EAD</p>   | <p>Self-portraits Colour mixing Printing techniques Music - Harvest songs</p> | <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Select colours appropriately for a task. • Know how to mix primary colours to make secondary colours. • Print or collage independently to create a pattern or image. • Perform songs as part of a group. • Retell parts of a familiar story using of puppets, toys, small-world or role-play. • Create their own small worlds. • Use experiences and stories to develop storylines. • Take on different roles in pretend play. |
| <p>PE</p> | <p>Indoors: Fundamentals – Spatial awareness</p> | <p><u>Physical Development – Gross Motor</u></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><u>Physical Development – Fine Motor</u></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, Judaism Special People Key Question: What makes people special?</p> | <p><u>Understanding the World</u></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> | |



DEVELOPING MOTOR SKILLS

Fine motor skills are an important part of your child's development. It is the development and use of the small muscles in their hands. Children need to be confident in their gross motor skills (e.g. using their shoulders and arms) before their fine motor skills can fully develop. Gross motor skills will also aid hand-eye co-ordination.

Fine motor skills help your child to become independent in tasks related to drawing and writing, exploring their world and cognitive development. Self-care, such as feeding themselves, doing up buttons and zips is also learnt. Practising these skills will help to increase your child's independence, confidence, and self-esteem.

Every morning when the children arrive at school, they complete a fine motor activity to develop these skills.

Below are some fun ways that you can also practise these skills at home!

GROSS MOTOR SKILLS

- Riding a bike or scooter
- Throwing and catching, kicking a ball, bat and ball games
- Hula hooping
- Moving arms round in circles
- Giant chalking outside – patterns, letters, numbers
- Using big brooms to sweep or with water to paint patterns
- Giant painting
- Ribbon dancing
- Going on the climbing frame, monkey bars
- Moving cars backward and forwards using big movements
- Mini golf
- Rollers and squidgy sponges
- Giant paint brushes and buckets of water
- Spray bottles and water – spray the pattern, letter, number, put the fire out!
- Water play – filling, pouring, emptying



Painting with Cars



FINE MOTOR SKILLS

- Playdough
- Scissor control
- Pasta and bead threading
- Finger / cotton bud painting
- Tracing – patterns, letters, numbers
- Colouring in
- Tweezers and small manipulatives (pompoms, buttons, stones, counters) - put into containers or trace patterns
- Clothes pegs and small manipulatives
- Paperclip chains
- Threading pipe cleaners or straws into colanders
- Drawing patterns
- Practising cutting skills using playdough
- Lego
- Padlocks and keys



We hope that you have fun with some of the above activities! 😊

