

EYFS Newsletter

Dates for your diary!

Monday 15th April - School starts

Wednesday 17th April - Book fair arrives

Wednesday 17th April - Miss Daykin's class
coffee morning

Wednesday 24th April - Book fair leaves

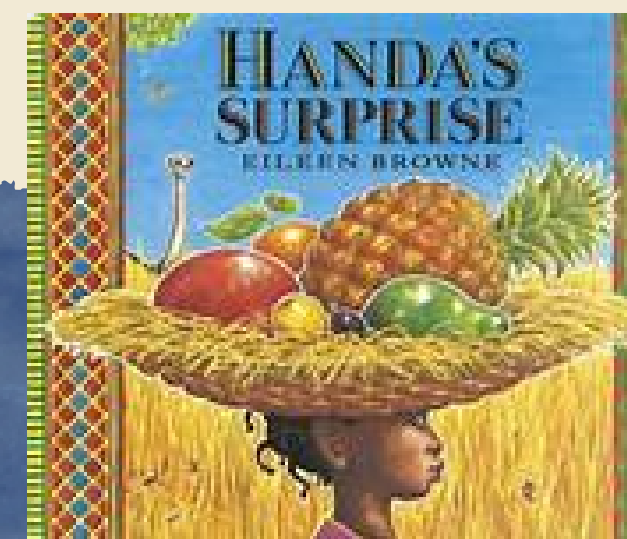
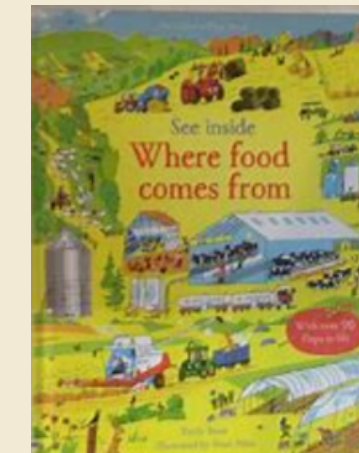
Thursday 9th May - Walk to Trent College

Friday 24th May - End of term

PE and Forest Schools will be on Monday afternoons this year. Please bring in a winter, warm PE kit, waterproofs and wellies to keep in school.

A message for parents

Welcome back! We hope you have all had a lovely, restful Easter break! We are ready to start our new term. We will be learning all about the Farm this half term. We are going to be looking at changes in the seasons and comparing where we live to Africa.



EYFS

Maths

Writing

Writes mostly recognisable letters, most of which are correctly formed.

Spell some words by identifying sounds in them and representing sounds with a letter or letters.

Write simple phrases and sentences that can be read by others with support

Writes recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing sounds with a letter or letters

Write simple phrases and sentences that can be read by others

Beginning to have deep understanding of number to 10, including the composition of each number.

Beginning to verbally count beyond 10, recognising the pattern of the counting system.

Beginning to subitise up to 5

Beginning to compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Beginning to automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts.

Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.

PENTECOST

1

Reading

Begin to say a sound for each letter in the alphabet and at least 10 digraphs.

Begin to read words consistent with their phonic knowledge by sound blending.

Begin to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Communication & Language

Speaking

- Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary
 - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher

Listening, Attention and Understanding

- Listen attentively
- Respond to what they hear with relevant questions, comments and actions when being read to
- Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify understanding
- Hold conversation when engaged in back and forth exchanges with their teacher/peers

RE

Religious Education this half term is learning all about Pentecost and Jesus sending the Holy Spirit to be with us after he ascended into Heaven.

The Natural World

Explore the natural world around them; making observations and drawing pictures of plants

Understand some important processes and changes in the natural world around them; including seasons and changing states of matter

Begins to identify some similarities and differences between the natural world around them and contrasting environments

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Physical Development

Gross Motor
Ball control
Balance bikes
Obstacle course
Hide and seek
Climbing frame observations

Fine Motor
Writing
Junk Modelling
Cutting and Sticking
Drawing a farm or African animal
Map Drawing

EYFS

LENT 2

EAD

·Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

·Share their creations, explaining the processes they have used

Make use of props and materials when role-playing characters in narratives and stories

People, cultures and communities

·Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

·Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -where-appropriate- maps

PSED

Self-regulation
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

·Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

·Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions

Managing self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

·Explains the reasons for rules, knows right from wrong and tries to behave accordingly

·Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)

Building Relationships
·Work and play cooperatively and take turns with others

·Forms positive attachments to adults and friendships with peers

Show sensitivity to their own and others needs