

Personal, Social and Emotional Development

Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Beginning to accept the needs of others and can take turns and share resources.

We will be taking part in lots of group activities and games that involving sharing and supporting our friends. Encouraging social activities outside of school will support this.

Expressive Arts & Design

Explores the different sounds of instruments.

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

The children will be getting small group interventions this half-term in woodwork. The children will be taught to use hammers, small nails, wheels, wood and various other resources and tools safely and appropriately. It is important that the children learn to manage and plan for risk and risky play, so please

Maths

Counts an irregular arrangement of up to 5 objects.

Beginning to use everyday language related to money.

Identifying ‘one more’ and ‘one less’ than a number up to 5.

Finding the total amount in two groups by counting them.

Giving the children opportunities to handle, use a look at money in real-life contexts will support their knowledge on money. Daily counting of moving and non-moving objects will also help. Number flashcards for the children to identify their numbers and using ‘one more and one less’ vocabulary.

Physical Development

Begins to form recognisable letters.

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Handwriting practise is important to support at home. Proper pencil grip is something that the children need to achieve by the end of the year. This is supported by gross motor movements (EG throwing, skipping) and fine motor movements (EG weaving and paper clips).

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Please allow your child to be as independent as possible. The children should be able to dress themselves, identify their name and stay clean and dry for the day.

Reading

We will be focusing on the ability the blend and segment certain words. EG reading ‘a.....t’ and making ‘at’. Support with simple words at home will be helpful. Break a word down into sounds and ask the children which words you are saying: EG r.....e.....d? They should say ‘red’. Please check the website for the correct pronunciation of the sounds we have been learning, as this is crucial to support reading at home.

Understanding the world

Looks closely at similarities, differences, patterns and change.

Observing the natural world around you with your child gives them fantastic opportunities. The more time spent outside, the more the children will learn about the world. Observe minibeasts, plants and compare what you see. Make notes of your surroundings. Simple discussions with your child about this will enhance their experience and their care for the environment.

Writing

Gives meaning to marks they make as they draw, write and paint.

Hears and says the initial sound in words.

Links sounds to letters, naming and sounding the letters of the alphabet.

The children are doing fantastically at writing their name. Please encourage this at home, too. I have sent a laminated name card for the children to practise at home with a whiteboard pen. Encourage your child to give real meaning to their marks on paper. The children should be leaving the stage of ‘scribbles’ and planning what they want to draw. Modelling this to your child is incredibly helpful. Practise writing daily phonics sounds when possible, ensuring your child is holding their pencil correctly.

Communication and Language

Responds to instructions involving a two-part sequence.

Listens and responds to ideas expressed by others in conversation or discussion.

Introduces a storyline or narrative into their play.

Uses language to imagine and recreate roles and experiences in play situations.

Take the opportunity to play with your child. Encourage the use of storytelling and giving narrative to their play. Take part in long, two-part conversations with your child. Speaking is heavily linked to all areas of development, and it is important that the children are getting rich vocabulary at home.

ENGAGE:

We are looking at visiting the aquarium to engage the children in our topic this term: Who Lives in a Rockpool? Parent volunteers are warmly welcomed, so please let Miss Guy know if you are available in early November. We will be examining real fish from a fishmongers, including the adults dissecting them. We will be talking about their anatomy.

We are also looking at visiting a beach, as we will be focusing on the importance of picking up our litter and looking after the environment.

Who Lives in a Rockpool?