



S I N G L E T O N



CHURCH OF ENGLAND PRIMARY SCHOOL

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EYFS Curriculum Letter – Autumn Term

Once again, I'd like to welcome you to Singleton CE Primary School where we endeavour to give your child the best experiences as part of a nurturing family.

This letter aims to give you a snap shot of what your child will be covering over the next term, this is in addition to the children's interests which we will also be exploring.

IMPORTANT DAYS:

BOOK CHANGE DAY – MONDAY (please ensure books are returned to school and that you've written in your child's reading diary to inform me of progress at home. Thanks)

PE – WEDNESDAY

As I have already mentioned, this half term our topic is 'All About Me', please see the Talk Mat which you can find on Dojo and in your child's school bag. As well as the areas included on the Talk Mat we will also be looking at:

- Using good manners at all times.
- Organisational skills such as unpacking snacks into school trays in a morning, putting water bottles in the correct location in the classroom, putting jumpers/cardigans in personal trays so they don't get lost.
- Getting dressed independently for example, putting on coats, shoes and PE kits.
- Developing fine motor control skills, aiming to use cutlery effectively.
- Sitting smartly on the carpet with good listening skills and putting hands up to answer questions rather than shouting out.

Next half term our topic will be 'Space'. You will receive the relevant Talk Mat for this topic after half term.

Personal, Social and Emotional Development

During this first half term we will be looking at Me and My Relationships. We will be covering the following topics:

All about me

What makes me special

Me and my special people

Who can help me?

My feelings.

During The second-half term we will be looking at Valuing Difference and will be covering the following:

I'm special, you're special

Same and different

Same and different families

Same and different homes

Kind and caring

Physical Development

This term we will be completing the following activities which will help to develop fine/small motor control. These skills help to develop the motor control required to use cutlery effectively and hold a pen/pencil using an effective tripod pencil grip.

The children will experience:

- Threading
- Cutting
- Weaving
- Manipulating play dough
- Drawing lines and circles
- Hold pencils/paint brushes
- Developing a tripod pencil grip
- Using the correct letter formation

In PE we will be developing gross/large motor control skills by:

- Running, hopping, catching, jumping, throwing
- Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet.
- Travelling at a variety of speeds.
- Climbing up climbing frames
- Jumping off a gym table
- Jumping high
- Balancing on a variety of small and large body parts
- Rolling like an egg
- Throwing and rolling balls towards targets.
- Catching large the small equipment.

Communication and Language

This term the children will be developing their Communication and Language skills by:

- completing settling in activities such as learning the names of the children in their class
- making friends
- talking about experiences that are familiar to them
- listening to rhyming and alliteration
- listening to shared stories
- using talk routines through the day e.g. "Good morning, how are you?"
- retelling stories using story language
- completing word hunts
- listening to and responding to stories
- taking part in discussions
- understanding how to listen carefully and why listening is important
- using talking partners
- using new vocabulary throughout the day
- listening to carefully chosen stories to develop the children's vocabulary.

Mathematics

This term we will be completing the following activities to develop an understanding of number, shape and space.

- Count up to five objects or actions
- Recognise and use numerals 1 to 5
- Understand numbers within numbers; separating a small group of objects in different ways
- Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much'
- Compare quantities of objects and find 'one more' and 'one fewer'
- Order numbers and quantities from 0-5 and introduce 0
- Explore same and different, positional language, ordering events and 3D shapes
- Recognise, describe and name 3D shapes; choose a shape for a particular purpose based on its properties

- Use and respond to everyday language about position
- Order short sequences of familiar events; use everyday language to talk about time
- Count up to 10 objects; counting out a quantity to match a numeral
- Count up to six objects and actions
- Recognise spot patterns and numerals to 6
- Recognise mistakes in counting and correct them
- Count up to 10 objects and actions
- Read numerals up to 10 and match with the correct number of objects
- Count the object in two groups
- Explore same and different, positional language, ordering events and 3D shapes
- Recognise, describe and name 3D shapes; choose a shape for a particular purpose based on its properties
- Use and respond to everyday language about position
- Count up to 10 objects; counting out a quantity to match a numeral
- Count up to six objects and actions
- Recognise spot patterns and numerals to 6
- Recognise mistakes in counting and correct them
- Count up to 10 objects and actions;
- Read numerals up to 10 and match with the correct number of objects
- Count the object in two groups to find the total.

Understanding the World

All About Me

Thinking about how they have changed since they were a baby.

- Investigating the similarities/differences between themselves and other people.
- Looking at the life cycle of a human.
- Talking about who is in their family.
- Talking about who the members of their local community are.
- Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale

Finding out about where they live and where their school is situated.

- Describing what it is like where they live.
- Finding out about their school environment.
- Looking at aerial photos of the school.
- What the weather like at this time of year (the seasons).

Space

- Investigating and naming the planets.
- Investigating how shadows are made.
- Finding out about the scientists which have been linked with Space exploration.
- Investigate and talk about the changes take place during the winter time.
- Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space)
- Looking at images from the past and comparing these with present pictures.
- Drawing a map of their journey to school.
- Talking about what they already know about Earth and finding out new facts.
- Learning about where the different countries are where they have visited.
- What it is like on the Moon and how it is different to Earth.
- Learning about how we move around Earth and how this is different to how astronauts move around in Space.
- How day/night views of Earth differ from Space and why?

Religious Education

In RE this term we will be looking the following topics:

I am special

- giving an understanding that they are unique and special. To know they are loved, valued and made by God.

Harvest

-giving an understanding of why we say thank you to God at harvest time and talk about him being creator.

Special People

-Giving an opportunity to explore Christian values through their own actions and the actions of others.

-Highlight the role of significant/special people in pupil's lives.

-emphasise the ways in which Jesus was a special person.

Christmas

-Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.

Expressive Arts

Music

This term we will be;

Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.

Exploring: growing, homes, colour, toys, how I look

Exploring: using your imagination, Christmas, Festivals, Fairies, pirates, treasure, superheroes, let's pretend, Once Upon a time.

Art

This term we will be looking at:

Artist – Andy Goldsworthy, Hannah Bullen-Ryder

Art focus – Loose parts

-Making patterns

-Feeling textures

-Changing designs to create an effect

-Making representations

Artist – Alma Thomas

Art focus – Collage

-Making different effects with colour choices

-Controlling tools effectively

-Joining pieces effectively

-Using different textures to create an effect.

Please keep an eye on your child's Dojo profile where I will post photos of progress and next steps and don't hesitate to contact me if I can be of further assistance.

Kind regards,

Ms Rund