

# All about me!



Class R  
Autumn 2022

Welcome to a new school year in Class R. We hope that the children will be very happy and enjoy their time with us. The children are settling well into the routine and have explored many of the resources and activities available in the class. The children are settling in well, following the new routines and are building new relationships.

Our Early Years Foundation Stage curriculum is through a child-led, theme based approach. The seven areas of learning and R.E will be covered through a mixture of adult led/ focused and child-led learning. Children will work individually, with their peers, in family groups and as a class. Learning through play and exploration enables new concepts to be put into context. Learning is very practical and, builds on the children's prior learning, experiences and interests. Our theme for this term is "All about me" we will focus on 'Ourselves' and our families. We will talk about who is in our family, learn about our bodies, and how to keep ourselves healthy and safe. The children will learn how to look after their teeth and they will learn about the PANTS rule. We will learn about Harvest and the changes we see in our environment as Autumn comes.

### Communication and Language/Literacy

Children's communication is a Prime area as the development of their spoken language underpins all seven areas of learning. We encourage quality conversations, commenting on what children are doing and introducing new vocabulary. We read to children daily sharing a wide range of rhymes, stories, poems, songs and information books with the children. We encourage the children to use costumes, puppets and props to engage actively in storytelling and retelling stories.

In Crowmarsh we use All Aboard Phonics, a DfE-validated set of systematic synthetic phonics (SSP) resources. As each letter and it's sound is introduced, the children learn an accompanying action and visual mnemonic to support and reinforce their learning. When four new sounds have been learnt the children will bring home flashcards they can use to play games, these and other suggestions for phonics activities will be uploaded to Seesaw. When children have been introduced to high frequency words they will also be given as flashcards to practise reading at home. When these are sent home please keep them home rather than sending them into school each day.

We encourage a love of books. In the early years 'reading' involves:

- knowing that you start at the front cover.
- understanding which way up a book goes and that the picture on the front cover gives a clue about the contents.
- telling stories from the pictures.
- being able to express preferences e.g. favourite part of story, which characters they like or dislike, why they found they found the story funny/exciting/interesting, identifying what happened first/next/last.
- discussing characters e.g. are they good or bad, how do they feel?
- predicting what will happen next.
- understanding that when somebody is reading they are interpreting those 'squiggles' on the pages.
- that text is read from left to right.
- knowing that there are different kinds of books/text (stories, nursery rhymes, poems, non-fiction.)

Reading is one of the most enjoyable and valuable ways to help your child's development. To help your child at home you can:

- share books daily.
- try to make story time a special, calm, cosy time.
- look at and talk about printed language in the environment - road signs, food packets, labels, text messages etc.
- communicate with your child, have conversations with your child every day. - Talk to them about what you did, what you/they had for lunch or what they think they might do that day and why.

- at the end of the day recap the day using language such as this morning, after that, finally.
- talk about what you did yesterday/today and what will happen tomorrow.

**There will be a reading meetings week beginning Monday 10<sup>th</sup> October 2022, Please look out on Seesaw for more information.**

Writing is another aspect of communication which will develop over the year. It is really important that the children have opportunities to build their gross motor skills. Good gross motor skills and upper body strength helps the children control the smaller movements. You can help at home by providing opportunities for:

- Climbing
- Carrying
- Pulling and pushing
- Mark making with large paintbrushes.
- Large construction
- Making large shapes with ribbons
- Mark making on large sheets of paper/ chalk on the floor.

To support their fine motor development you can provide:

- Picking up small objects with a thumb and first finger.
- Small construction
- Malleable resources such as play dough.
- Using different tools such as ladles/ spoons/ tweezers.

The children's interest in mark making with smaller tools will develop during the year. They will begin by putting 'marks' on paper these may be lines or circles, or 'squiggles'. Writing has many different stages and all children should be supported to move at their own speed. All mark making is valuable and the children are usually keen to explain what they have 'written'. As phonic knowledge and fine motor skills develop, children begin to form recognisable letters. We will be teaching the children to print their letters. The children learn to join once they are forming their printed letters correctly.

### Mathematics

During the Autumn term we will concentrate on comparing, matching, counting, recognising Children will learn through practical activities, stories, songs, games and imaginative play. These skills can be reinforced at home by counting toys/ stairs/ sweets, pointing out numbers on houses/ cars/ television, comparing quantities e.g. who is taller, who has more/less?

### Understanding the World / Expressive Arts and Design

These parts of the Early Years curriculum cover aspects of Science, History, Geography, Art, Music and ICT. Our themes give opportunities to find out about our families, paint a self-portrait, learn about keeping healthy and look at changes that happen during Autumn/Winter.

### Personal, Social and Emotional Development

Circle time/well-being sessions are a special time when we come together as a class and get to know each other, our feelings, behavioural expectations, making good/bad choices. We talk about what it means to challenge ourselves (be a purple learner) and what this looks like in the classroom. Stories are used to enable the children to associate with the themes/emotions.

### Physical Development

Children will be offered a wide range of physical activities to develop their gross and fine motor skills. Outside they may use the climbing frame, bikes, stilts, bats, balls, etc. Indoors we provide scissors,

malleable materials, threading, peg boards and different media to write with such as brushes, chalks and whiteboard pens. Structured P.E sessions are timetabled for a Thursday morning. It will include dance and movement, games and gymnastics. The children should come to school in their P.E kit. In the cooler months the children may wish to wear jogging bottoms and a Crowmarsh P.E hooded top.

### R.E.

The children will be introduced to Bible stories including Good Samaritan, Daniel and the Lion, Johana and the Whale. We will also talk about different cultural celebrations, including Harvest, Hanukah, Diwali and Christmas.

### Purple Learning

The children are introduced to Purple Learning (What it means to be an effective learner) and what they can do to be a Purple learner. In class R purple learning is the children:

- challenging themselves
- being brave
- try try trying again
- working with other people (collaborating)
- having a go
- trying something new
- using skills/what we know in a different way.
- making changes/ adapting

### Outdoor Learning

We use the outdoor area everyday in all weathers as it is part of our classroom. Please ensure your child comes to school with appropriate clothing; we have some waterproof trousers in school. A waterproof coat and wellies must be worn outside in wet weather. These can stay in school. Children should have a hat and gloves when it is cold. Scarfs are not necessary. Please provide a sunhat on sunny days. ALL CLOTHING/EQUIPEMENT must be named.

**Spare clothes:** please ensure that the your child has spare uniform in school in case of any accidents or getting wet. Extra socks are always useful!

### Snack

Please ensure that your child brings a named water bottle to school every day. A piece of fruit is provided in school for each child. We remind the children that they are responsible for having their snack and milk, this is to encourage them to be independent. If your child is reporting they are not getting snack, please let us know.

### Going Home

Please notify us, in writing, if a different adult is collecting your child at the end of the day. You will be required to provide a password/picture if the adult collecting is unfamiliar to the adults in class. Please check book bags daily for any notes, letters, pictures etc.

### Medicine

Please make sure that any medicines or inhalers are given to a member of staff to store safely and that all paperwork is completed from the office. All medicines need to be labelled clearly with the child's name and administering instructions. Please note that the school is not responsible for noting the expiry date of medicines. We are unable to administer any medication that is NOT prescribed by the child's GP.

### Absences

If your child is absent from school for any reason, please let the school office know as soon as possible. When your child returns to school, please send a note explaining the absence.

### Homework

You should be reading/sharing books daily. Flashcards will be sent home once sounds are being learnt in school and these should be used at home to reinforce learning. Suggestions for additional activities/games that you can play at home will be put onto class Seesaw.

### Finally

Attending school full time can be very tiring to begin with, especially if you're only four years old and all the children will need plenty of sleep every night to recharge their batteries and enjoy school to the full. Children all develop skills at their own rate so do not worry if your child seems unable to do some things yet. Children tend to be more relaxed about these things than parents/carers, and happy children make the best learners!

Please do come in and talk to us if you have any concerns at any time. We look forward to getting to know you and your child.

Miss Zimmerman, Mrs Conway, Miss Maine, Mrs Cooper and Mrs McDowell.

## Physical Development

- Explore the space and move with awareness of others.
- Develop shoulder control- up down, circular motion.
- Move in different ways.
- Explore a range of balls within WILD time. i.e texture/ sizes/ weights.
- Dressing /undressing independently – shoes and socks.
- Engage in opportunities to use pincer grip. i.e. tweezers, picking up small objects, joining construction piece together.

Key Vocabulary – independent, help, space, body parts, put on, take off, roll, crawl, run, slide, hop, skip, jump, gallop, circles, up, down.

## Communication and Language

- Listen to other children/ adults.
- Take turns in conversation.
- Respond to what others says (using body or voice) i.e. following instructions or responding to someone.
- Communicate wants and needs politely.
- Begin to use language in role-play.
- Join in with repeated refrain in story/ text.

### Key Vocabulary

turn, listen, look, hear, concentrate, speak, talk.

## Personal Social and Emotional

- Wait my turn
- Say if my turn has been missed
- Explore new resources
- Share resources with others.
- Begin to understand how I am being a Purple Learner.
- Talk about the meaning of sad, happy, angry, scared.
- PANTS rule

### Key Vocabulary

Share, resources, purple learner, persist, feelings, sad, happy, angry, scared, wonder

**Text** – The Wonder – Faye Hanson

## Reading Spine

Owl Babies by Martin Waddell

## Traditional Stories

Gingerbread Man  
Rapunzel

## Autumn Term 5<sup>th</sup> Sep-21<sup>st</sup> Oct

### Theme

All About me

## Parents as Partners

Reading meetings  
Phonics Party

## Events/Festivals

Falconry 'Owl' Visit.

## Literacy

- Respond to a story (with gesture and or words).
- Handle books with care and know where to start reading.
- Join in with a whole class retelling of a story. (introduce story map)
- Learn about letters, phonemes, graphemes and words/ what they are.
- Make marks for a purpose/ explore making marks in different ways.
- Learn and join in with rhymes.

Key Vocabulary – letter, word, phoneme, grapheme, sound, front cover, back cover, blurb,

## Expressive Arts and Design

- Copy/mimic sounds
- Listen and respond to music through movement/ art.
- Introduce composer
- Observational drawing – self portrait
- Using colour for a purpose exploring colour mixing – drawing family.
- Engage in role-play with others.

Key Vocabulary -imagination, colours, (name colours), copy, sound, instruments, composer, beat, observation.

## Understanding the World

- Talk about themselves, likes, dislikes understanding we all differ.
- Talk about find different parts of their body.
- Talk about their family.
- Make observation about local area (i.e. that the park I go to, there's my house).
- Have a go at something new- challenge themselves.
- Value -Kindness- parable of the Sower

Key Vocabulary- Ourselves, family, body, like, dislike, different, same, village, street, house name/number.

## Maths

- Sort objects
- Match objects
- Know when two objects are the same.
- Compare (size, quantity, weight and capacity).
- Count everyday objects, join in with counting rhymes and games.

Key Vocabulary – match, sort, odd one out, more, less, fewer, compare, size, mass, capacity, pattern,

**Physical Development stories and songs**

Head shoulders knees and toes.

Oh Dear – Rod Campbell

**Communication and Language stories and songs**

When goldilocks when to the house of the bears.

This little piggy

There was a princess long ago

**Personal Social and Emotional Stories and songs**

The colour monster

The wonder

Ruby flew too

You can do it Burt!

Only One you!- Linda Kranz

Copy me what I'm doing

If your happy and you know it.

**Reading Spine**

Owl Babies by Martin  
Waddell

**Traditional Stories**

Gingerbread Man  
Rapunzel

**Autumn Term 5<sup>th</sup> Sep-21<sup>st</sup> Oct**

**Theme**

All About me

**Parents as Partners**

Reading meetings  
Phonics Party

**Events/Festivals**

Falconry 'Owl' Visit.

**Literacy stories and songs**

Peace at Last

Not now Bernard

And Tango makes three.

**Expressive Arts and Design stories and songs**

The Dot – Peter H Reynolds.

What's in the toy box over there?

I am the music man...

**Understanding the World stories and songs**

Funny bones

Big book of families

The large family books

Head shoulders, knees and toes,

Hi my name is jo

Penguin song.

I've been eaten by a Boa constrictor

**Maths stories and songs**

Noah's Ark

Monkey Puzzle- Julia Donaldson

The Enormous turnip

A squash and a squeeze-Julia Donaldson

Where's my Teddy

In and out the dusty bluebells

clap your hands and wiggle fingers

The animals went in two by two.

The ants go marching one by one.

This old man he played one...

EYFS Class R Timetable

	8.30-9am	9.00	9.15	9.30	11.10	11.30	11.40	11.45	12.45	1.00pm	1.20pm	2.pm	2.30pm	2.50pm	3.00pm
<p>Monday</p> <p>Charlotte</p> <p>Nat AM/Cassie PM</p>	<p>Arrive/ wash hands</p> <p>Table top /carpet activities</p>	<p>Register /diners/ counting/ days of week.</p>	<p>Adult Focus</p>	<p>WILD Time</p>	<p>Tidy up time</p>	<p>Phonics</p>	<p>Wash hands for lunch</p>	<p>Lunch /play</p>	<p>Shared Read / Lunch</p>	<p>Adult Focus</p>	<p>WILD time</p>	<p>Tidy up wash hands.</p>	<p>Story and 1:1 book sharing.</p>	<p>Songs and getting ready to go home</p>	<p>Home Time</p>
<p>Tuesday</p> <p>Charlotte</p> <p>Lucy AM/Nat PM</p>	<p>Arrive/ wash hands</p> <p>Table top /carpet activities</p>	<p>Register /diners/ counting/ days of week.</p>	<p>Adult Focus</p>	<p>WILD Time</p>	<p>Tidy up time</p>	<p>Phonics</p>	<p>Wash hands for lunch</p>	<p>Lunch /play</p>	<p>Shared Read / Lunch</p>	<p>Adult Focus</p>	<p>WILD time</p>	<p>Tidy up wash hands.</p>	<p>Story and 1:1 book sharing.</p>	<p>Songs and getting ready to go home</p>	<p>Home Time</p>
<p>Wednesday</p> <p>Charlotte</p> <p>Chantelle AM/Cassie PM</p>	<p>Arrive/ wash hands</p> <p>Table top /carpet activities</p>	<p>Register /diners/ counting/ days of week.</p>	<p>Adult Focus</p>	<p>WILD Time</p>	<p>Tidy up time</p>	<p>Phonics</p>	<p>Wash hands for lunch</p>	<p>Lunch /play</p>	<p>Shared Read / Lunch</p>	<p>Adult Focus</p>	<p>WILD time</p>	<p>Tidy up wash hands.</p>	<p>Story and 1:1 book sharing.</p>	<p>Songs and getting ready to go home</p>	<p>Home Time</p>
<p>Thursday</p> <p>Charlotte</p> <p>Cassie AM/ Lucy PM</p>	<p>Arrive/ wash hands</p> <p>Table top /carpet activities</p>	<p>Register /diners/ counting/ days of week.</p>	<p>Adult Focus - P.E</p> <p>WILD Time when P.E finished</p>		<p>Tidy up time</p>	<p>Phonics</p>	<p>Wash hands for lunch</p>	<p>Lunch /play</p>	<p>Shared Read / Lunch</p>	<p>Adult Focus</p>	<p>WILD time</p>	<p>Tidy up wash hands.</p>	<p>Story and 1:1 book sharing.</p>	<p>Songs and getting ready to go home</p>	<p>Home Time</p>
<p>Friday</p> <p>Charlotte</p> <p>Lucy AM/ Chantelle PM</p>	<p>Arrive/ wash hands</p> <p>Table top /carpet activities</p>	<p>Register /diners/ counting/ days of week.</p>	<p>Adult Focus</p>	<p>WILD Time</p>	<p>Tidy up time</p>	<p>Phonics</p>	<p>Wash hands for lunch</p>	<p>Lunch /play</p>	<p>Shared Read / Lunch</p>	<p>Adult Focus</p>	<p>WILD time</p>	<p>Tidy up wash hands.</p>	<p>Story and 1:1 book sharing.</p>	<p>Songs and getting ready to go home</p>	<p>Home Time</p>