















**Autumn Term 2024 Curriculum Plan for Parents – FYSB & FYT**
**Prime Areas**

<p><b>Personal, Social and Emotional Development</b></p>     <p><b>Religious Education</b></p>  	<p>Over the next few weeks we will be spending lots of time ensuring the children are settled and happy in their environment in order for them to thrive in their learning. This is our main focus as the children begin school.</p> <p>The children will be taught an awareness of God's love and care for them. This is the moral foundation for everything which happens in school. The themes of 'Creation', 'People who care for us', 'Advent' and Christmas' will be explored, focussing on:</p> <ul style="list-style-type: none"> <li>learning and recalling the creation story</li> <li>recognising the wonder and beauty of creation</li> <li>learning to pray together, speaking to God in formal prayer and in the children's own words</li> <li>families and special friends who love and care for each other</li> <li>learning about wedding celebrations in church</li> <li>learning about times when Mary and Joseph celebrated (Jesus' birth, the finding in the temple)</li> <li>learning about Advent, especially that it is a special waiting/preparing time for the birthday of Jesus</li> <li>learning and recalling events from the Christmas story</li> </ul> <p>The children will also be encouraged to:</p> <ul style="list-style-type: none"> <li>learn and understand the difference between right and wrong</li> <li>be respectful and sensitive to the feelings of others</li> <li>be confident to try new activities, initiate ideas and speak in a familiar group</li> <li>have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>work as part of a group or class taking turns and sharing fairly.</li> </ul>
<p><b>Communication and Language Skills</b></p> 	<ul style="list-style-type: none"> <li>Focus attention when listening</li> <li>Understand 'why' and 'how' questions</li> <li>Use a range of tenses</li> </ul>
<p><b>Physical Development skills</b></p> 	<ul style="list-style-type: none"> <li>Hold a pencil near point between first two fingers and thumb and use it with good control (tripod grip)</li> <li>Copy some letters accurately</li> <li>Fasten buttons on shirts independently</li> <li>Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly</li> <li>Zipping up their coat.</li> </ul>
<b>Specific areas</b>	
<p><b>Literacy skills</b></p> 	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Hear and say the initial sounds in words</li> <li>Segment the sounds in simple words and blend them together</li> <li>Enjoy an increasing range of books</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw and paint</li> <li>Use clearly identifiable letters to communicate meaning</li> <li>Write own name independently</li> </ul>
<p><b>Mathematics skills</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Fast recognition of up to 5 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 10.</li> </ul>

 <p>28 ACCESS TO EDUCATION</p>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>Show 'finger numbers' up to 5</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul>
<p><b>Understanding the World</b></p>  <p>28 ACCESS TO EDUCATION</p>  <p>8 IDENTITY</p>  <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p> <p>Children will also learn about duty bearers- adults who help children to access their rights,</p>	<p>The main theme for this term will be "All about me". In this topic, we will cover:</p> <ul style="list-style-type: none"> <li>names of body parts</li> <li>growth and change</li> <li>the five senses</li> <li>differences between human beings and what makes us unique</li> </ul> <p>We will also look at "Autumn and Winter", looking at the change in weather and seasonal changes.</p> <ul style="list-style-type: none"> <li>looking at the changes in the weather</li> </ul> <p>Another of our topics is 'People Who Help Us'. We will look at people in our emergency services and have special visitors into school to explain their jobs.</p> <p>Festivals-</p> <p>The children will explore Diwali and Bonfire Night:</p> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<p><b>Expressive Arts and Design</b></p>  <p>31 REST, PLAY, CULTURE, ARTS</p>	<p>Throughout each theme of work, the children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>learn a variety of engaging and imaginative singing and dancing games</li> <li>explore how sounds can be changed</li> <li>explore a variety of textures</li> <li>experiment with colour and how it can change</li> <li>engage in imaginative role-play with peers, creating their own props</li> </ul>

### WEEKLY EVENTS

<p><b>Reading books/sheets sent home</b></p>	<p>Reading books will be sent out on a <b>Friday</b> and must be returned on a <b>Monday</b>. Reading books will not be sent out for a while until we have learnt a bank of sounds.</p>
<p><b>Library books sent home</b></p>	<p>Library books will be sent home on a <b>Friday</b> to be returned by a following <b>Friday</b></p>
<p><b>Show and Tell</b></p>	<p>Monday- <b>Yellow House</b> Tuesday- <b>Green House</b> Wednesday- <b>Red House</b> Thursday- <b>Blue House</b></p>
<p><b>Letter formation / Homework</b></p>	<p>Initially we will be sending home name writing practice. If you have any questions regarding any aspects of the homework please see a member of the team.</p>
<p><b>PE Kit</b></p>	<p><b>Friday</b> is our PE day. Please ensure your child always has their PE kit in school.</p>

## **HOW YOU CAN HELP YOUR CHILD**

- Ensure that all items of clothing and equipment are clearly **labelled**.
- Please ensure you always return reading and homework on a Monday **even if homework has not been completed**.
- Continue to encourage and support your child with their reading and writing skills; trips to the library are especially beneficial in developing your child's comprehension.
- Play number games.
- Ensure your child brings an item of **fruit and a bottle of water each day**. Fruit is provided for afternoon break.

Thank you for your help and support.

Mrs Bates, Mrs Shiels-Etheridge, Mrs Trahearn and Mrs Georgiou

