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Acting Head of School: Mr A Hill

Re: Curriculum Newsletter - **Owlets**

Dear Parents/Carers,

The first week of the new term has been extremely successful, especially considering the strange times we find ourselves in.

The EYFS children will be learning through play directed by the Early Learning Goals (attached) with teacher-led sessions on phonics, reading, writing and number.

Our main topic for this half term will be 'Marvellous Me' looking at ourselves and how we have settled into school.

More information can be found on our website under 'curriculum'.

English

The children will be using base texts to read, discuss and engage in their own mark making and writing. The key texts this term are: 'Leaf Man' by Lois Ehlert, 'I like...' and 'Funny Bones' by Janet and Alan Ahlberg.

All the children will be starting the Phase 2 phonics this term. More information can be found here: <http://www.letters-and-sounds.com/>

Maths

Maths will be taught using the White Rose Maths scheme with additional resources from Number Blocks. The children will have the opportunity to engage in tasks which develop the following skills:

- Count forwards and backwards to 20
- Recognise numbers to 10
- Order numbers to 10
- Identify more and less
- Identify 2D shapes
- Develop subitising skills (instantly recognising a number of objects without having to count them)
- Sorting and matching
- Comparing
- Patterns

Understanding of the world

The children will be focusing on themselves and their bodies with key discussions including:

- Talking about people who are special to us
- Talking about places that are special to us
- Looking at where we live and our school

- Discussing the past, present and future in relation to ourselves
- Labelling and talking about our bodies
- Looking at similarities and differences
- Using our senses
- Learning about houses in our local area and houses from the past incorporating The Great Fire of London

Personal, social and emotional development

Through classroom routines and expectations as well as PSHE sessions, we will develop:

- Taking turns and sharing
- Feelings
- Friendships
- Listening and responding to others
- Identifying similarities and differences between ourselves and others
- Boundaries and rules

Music

Nursery rhymes, songs and chants will be the children's focus this half term with the opportunity to practice, recite and perform to their peers.

Physical Education

The children will engage in daily activity as well as key sessions with a PE specialist to develop agility, balance and control. Our targets for this term are:

- Getting ourselves undressed and dressed for PE
- Developing our large (Gross) and small (Fine) movements
- Playing games, finding spaces, developing our co-ordination
- Beginning to practice and develop the skills to skip with a skipping rope

Art

The children will have lots of opportunities to explore shape, paint, collage and expressive arts through their free-learning.

For more information please visit the website at: <https://www.bridestowe-primary.devon.sch.uk/curriculum.html>

Physical Development

We will be:

- Getting ourselves undressed and dressed for PE
- Developing our large (Gross) and small (Fine) movements
- Playing games, finding spaces, developing our co-ordination

English

In English we will be looking at the following texts:

Leaf Man

I like....

Funny Bones

We will start Phase 2 phonics, with a focus on recognizing initial and final sounds in words.

Maths

We will be using White Rose Maths incorporating Number Blocks.

- Count forwards and backwards to 20
- Recognise numbers to 10
- Order numbers to 10
- Identify more or less
- Identify 2D shapes
- Develop our subitising skills

Communication and Language

We will be developing our speaking and listening skills. Children will be reading and listening to a range of stories, developing their retelling skills and answering questions about what they have read. They will discuss ideas in their learning and share thoughts and opinions.

Marvelous Me!



Autumn 1 2020

We link learning across all areas of the EYFS curriculum to ensure children have exciting opportunities to learn and flourish.

Expressive Art and Design

We will be:

- Acting through roleplay
- Developing our imaginative skills
- Investigating paint, sculpture and collage to create our own self-portraits
- Learning songs and making music

Personal, social and emotional development

We will work on:

- Taking turns and sharing
- Feelings
- Friendships
- Listening and responding to others
- Identifying similarities and differences between ourselves and others

Understanding the World

We will be:

1. Talking about people who are special to us
2. Talking about places that are special to us
3. Looking at where we live and our school
4. Discussing the past, present and future in relation to ourselves
5. Labelling and talking about our bodies
6. Looking at similarities and differences
7. Using our senses

New EYFS Early Learning Goals

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<p>Physical Development</p>	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>Literacy</p>	<ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Art and Design	<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.