



## EYFS Home Learning – Autumn 1

Task to be completed over this half term	<b>Early Reading / Phonics</b>  Help your child to login to their Oxford Owl E Library Account using the password you have been provided with separately.  To best support us in teaching your child how to read we ask that you read the online decodable text shared by the school 4 times across the week.  Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader <a href="https://www.oxfordowl.co.uk/login?active-tab=students">https://www.oxfordowl.co.uk/login?active-tab=students</a>  <b>If you do not have access to a computer, tablet or smart phone, please contact the school.</b> <b>Please visit the EYFS home learning page to:</b> *know which sounds at being taught when *find extra challenges *learn how to correctly pronounce the sounds. <a href="https://www.springwoodfederation.co.uk/home-learning-25/">https://www.springwoodfederation.co.uk/home-learning-25/</a>		<b>Number</b>  Help your child to login to their Numbots account using the password provided. <a href="https://numbots.com/">https://numbots.com/</a>  <b>Numbers to 10</b> *Can you find numbers around your home? *Can you count the number of stairs in your house? *How many toys you have? *What are the door numbers on your road?	<b>Reading for Pleasure</b> Share a mix of <b>story</b> books and an <b>information</b> book this half term.  <b>Your teacher recommends this author and will be reading some of their books with you:</b>  <b>We're going on a bear hunt – Michael Rosen</b>   <b>Give that back Jack - Phil Roxby</b>   <b>Harry and the dinosaurs go to school - Ian Whybrow</b>	<b>Creative family project:</b> <b>Submission date: 25.10.24</b> <b>Understanding the world</b> <b>Past and Present</b> <i>Talk about the lives of the people around them and their roles in society.</i>  <b>Pick <u>one</u> challenge from the list below:</b> *Make a family tree *Draw and label picture of your family *Find out about your family traditions *Investigate what jobs people in your family have *Make a timeline of your family's birthdays	
	<b>Week 1</b> <b>Phonics / Reading</b> – read books on Oxford Owl 4 times across the week. Talk about stories: *What part of the book did you like?  <b>Numbers</b> – Count to 5	<b>Week 2</b> <b>Phonics / Reading</b> – read books on Oxford Owl 4 times across the week. Talk about stories: *What did you not like about the book?  <b>Numbers</b> – Count to 5	<b>Week 3</b> <b>Phonics / Reading</b> – read books on Oxford Owl 4 times across the week. Talk about stories: *Who did you like in the book?  <b>Numbers</b> – Count to 10	<b>Week 4</b> <b>Phonics / Reading</b> read books on Oxford Owl 4 times across the week. Talk about stories: *Where did the story happen?  <b>Numbers</b> – Count to 10	<b>Week 5</b> <b>Phonics / Reading</b> – read books on Oxford Owl 4 times across the week. Talk about stories: *What else could have happened in the end?  <b>Numbers</b> – Count to 10	<b>Week 6</b> <b>Phonics / Reading</b> – read books on Oxford Owl 4 times across the week. Talk about stories: *Who else would enjoy this book?  <b>Numbers</b> – Count to 10 forwards and backwards



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EYFS Autumn 1 Curriculum	
Children's areas of interest (from home / nursery visits)	All about Us
<b>Suggested Shared Reading Texts linked to children's interests</b>	Give that back Jack Harry and The Dinosaurs go to School Colour Monsters
<b>Speaking and Listening</b>	<b>Early Learning Goal – Communication and Language - Speaking</b>
<b>Poetry Focus</b>	*Little Bo Beep has lost her sheep *5 Little ducks
<b>Reading Themes</b>	<b>Lost and Found / Courage</b>
<b>Shared Suggested Quality Text</b>	A Bit Lost Oscar's Starry Night Owl Babies
<b>English-Reading</b>	Essential Letters and Sounds
<b>English - Writing</b>	Essential Letters and Sounds, funky fingers, fine motor skills, gross motor skills, name writing, initial sounds and mark making.
<b>Math</b>	Subitising within 3, counting skills, composition of number up to 3 and 4, comparison of more and fewer than.
<b>Understanding of the World (Science)</b>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Understanding of the World (RE)</b>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <ul style="list-style-type: none"> <li>• 'All about me' (<b>Belonging</b>)</li> </ul>
<b>Understanding of the World (Geography)</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• non-fiction texts and –when appropriate – maps.</li> </ul>
<b>Understanding of the World (History)</b>	Talk about the lives of the people around them and their roles in society;
<b>Physical Development (PE)</b>	ABC Scheme, Solent Therapy Pack.
<b>Expressive Arts and Design (Art &amp; DT)</b>	Clay Sculpture, Printing. Safely use and explore a variety of materials, tools and techniques.
<b>Personal Social and Emotional Development (PSHE)</b>	Trickbox- Mirror Mirror.
<b>Expressive Arts and Design (Music)</b>	Hampshire Music Service, Pathway to Musical Independence. Getting to know you, Tell me a tale.
<b>Interesting Interruptions</b>	World Space Week, changes, routines and traditions.



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