

EYFS NEWSLETTER

TERM 1



OVERSTONE GATE
PRIMARY SCHOOL

'Ipsum quod faciendum est diutius'

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What we have been learning:

Communication and Language:

This term, our focus has been on developing learners' listening and communication skills. Learners have been learning to listen carefully, understand why listening is important, follow simple instructions, and respond to questions. They have also been encouraged to talk about their wants and needs, use full sentences, and to learn new vocabulary and social phrases.

These skills have been practised through daily activities such as using our "wiggly fingers" signal to gain attention, engaging in listening and discussion during phonics and maths sessions, and greeting others with "Good morning" and "Good afternoon."

Next term, we will build on these skills by encouraging learners to join in with story times, rhymes, and songs. We will explore "how" and "why" questions, talk about feelings and ideas, and continue to develop vocabulary through familiar stories by authors like Julia Donaldson and traditional rhymes such as 'Old MacDonald' and 'Incy Wincy Spider'.

Personal, Social and Emotional Development:

Learners have been developing their ability to express and talk about feelings, form positive relationships, and understand the boundaries and behavioural expectations of the setting. They have also practised independence skills such as using the toilet, washing hands, putting on coats, and making healthy choices.

We have introduced 'The Colour Monsters' to help learners identify their emotions. Learners have built relationships through activities like tower building and friendship bracelet making, and developed independence through rainbow challenges.

Next term, we will focus on playing cooperatively, taking turns, recognising a wider range of feelings, and explaining events to an adult when upset. Learners will be encouraged to try new activities, respect classroom resources, and continue practising healthy habits.



Physical Development:

Learners have been developing their gross and fine motor skills. They have practised moving in a range of ways, including crawling, walking, running, jumping, balancing on one leg, and negotiating obstacles. Learners have also enjoyed using trikes and scooters during outdoor activities.

Fine motor skills have been supported through activities such as using cutlery at lunch, practising zips, using scissors, threading beads and pasta, and mark-making with a variety of tools including pencils, paintbrushes, chalk, and whiteboard pens.

Next term, learners will focus on further developing spatial awareness, hopping and jumping safely, ball control, and core strength. Fine motor skills will continue to be strengthened through kinetic letter sessions, encouraging correct pencil grip, practising recognisable letters, and writing their name on their work.





Literacy:

Learners have been developing a love of stories and rhymes. In our weekly literacy sessions, we focused on the rhyme Miss Molly has a Dolly, identifying rhymes, sequencing it, and creating their own adaptations.

Learners have also been supported in recognising their own name, and engaging with labels and signs in the environment. Phonics has focused on identifying initial sounds, clapping syllables, and orally blending CVC words.

Early writing skills have also been developing, with learners attempting to write their name, discussing the marks they make (for example, describing "this is mummy and daddy in my house"), and practising segmenting CVC words. These activities support both fine motor skills and early literacy understanding.

Next term, learners will focus on writing their name, segmenting and writing CVC words, developing good pencil control, forming recognisable letters with a tripod grip, and consolidating all Level 2 GPCs. They will continue to blend VC/CVC words, read Level 2 common exception words, join in with repeated story phrases, and retell poems. These skills will be supported through kinetic letter sessions, daily phonics, and focused literacy activities.

Mathematics:

Learners have been developing their understanding of numbers 1, 2, and 3, focusing on representing, comparing, and composing these numbers in a variety of ways. They have practised recognising numbers in the environment, such as on dice or in everyday situations, and have begun to compare amounts, exploring which are more or less.

Learners have also explored matching and sorting objects, identifying similarities and differences, and investigating size, mass, and capacity. Through practical activities, they have begun to develop an understanding of heavier and lighter objects and have been encouraged to describe and compare what they see.

In addition, learners have engaged with patterns, creating both visual and movement-based sequences, and have explored basic shapes such as circles and triangles. Activities have included making nature patterns, movement patterns, and practising counting in play-based contexts. We have been delighted to see many of you supporting these learning experiences at home, reinforcing number recognition, patterns, and problem-solving skills introduced in school.

Next term, learners will focus on numbers 4 and 5, including representing, comparing, and composing numbers 1–5, as well as exploring the concepts of one more and one less. They will also explore four-sided shapes, including squares and rectangles, and begin to develop an understanding of time through the concepts of night and day.



Understanding the World:

Learners have shown care for living things and the environment through planting and caring for broad beans and cauliflower in our outdoor area.

We have explored culture and traditions through carpet sessions, including celebrations such as Harvest, Diwali, and Black History Month, encouraging learners to share their own knowledge and family experiences.

Next term, learners will continue to explore the natural world by observing seasonal changes from autumn to winter, and understanding the effects of these changes on the environment. They will investigate changing states of materials, such as melting and freezing, and continue to learn about different beliefs, celebrations, and family customs. This will be supported through activities such as our nativity performance and enhanced indoor and outdoor provision linked to learners' interests, encouraging investigation and discovery.





Expressive Arts and Design:

Learners have enjoyed exploring small world and role play activities, creating imaginative scenarios such as dinosaurs, fairy gardens, and farms. They have had open access to a range of instruments both indoors and outdoors, experimenting with different sounds, forming their own “bands,” and moving creatively to music. Learners have also engaged enthusiastically with songs and rhymes, performing familiar pieces and making their own choices about which nursery rhymes to practise. This has supported their confidence, self-expression, and enjoyment of music and performance.

In addition, learners have explored a variety of open-ended materials and loose parts, using these to enhance their role play and develop creativity. They have begun to understand how to collaborate with peers, negotiate roles, and communicate their ideas through performance and music.

Next term, learners will continue to sing a range of familiar songs and learn new songs and poems with adult support, including pieces for our Nativity performance. They will also have opportunities to rehearse and perform poems, further developing their creativity, confidence, and performance skills while enjoying shared musical and dramatic experiences.

PSHE:

Learners have been exploring ‘Being Me in My World’, helping them settle into school life and understand their place in our class community. They’ve been learning about feelings, making good choices, and how their actions affect others. We’ve talked about our rights and responsibilities, created class rules together, and used “Calm Me” time to practise mindfulness and self-regulation.

Next term, we’ll move on to Celebrating Difference, where learners will explore how we’re all unique and special. They’ll learn about kindness, inclusion, and what to do if someone isn’t being kind. We’ll celebrate similarities and differences and continue to build empathy and respect within our class.



Suggestions for Home:

We’ve been developing learners’ listening and communication skills through games, stories, and daily routines. You can help at home by encouraging short, meaningful conversations throughout the day. Here are a few ideas to try:

- Talk about feelings:
- “What made you feel happy/sad/excited today?”
- “How did you make someone smile?”
- Share favourite stories:
- After reading together, ask:
- “Who was your favourite character?”
- “What happened at the beginning, middle and end?”
- “What do you think might happen next?”
- Encourage curiosity:
- “Why do you think the leaves are falling?”
- “How do you think the ice melts?”
- Practise listening and turn-taking:
- Take turns talking about your day — one person listens while the other speaks, then swap roles.
- Use everyday routines for chat:
- Talk together while cooking, walking to school, or getting ready for bed. These small moments build confidence and vocabulary.

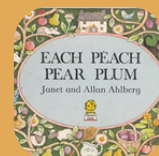
ECO WARRIORS:

Introducing our new Eco Warriors! These learners shared some fantastic ideas for our school yesterday and have already expressed an interest in “cleaning up everywhere” and “planting lots of flowers and trees!”

We are really looking forward to the coming year and working towards our Eco-Schools Green Flag Award.



Recommended Reads:



Reminders:

Please make sure that all learners belongings- clothes, coats and bags- are labelled so that they can be returned as quickly as possible.

Please ensure that your child brings a water bottle with them every day. In EYFS we are lucky to spend time outside whatever the weather- this includes rain! Please send your child into school with a coat, named pair of wellies to keep them dry on these day. Wellies can remain in school.

Thank you so much for all of the home learning you are completing and for reading with your child. This makes a huge difference with their confidence. Once you have read with your child please do initial their reading record so we are able to change their books on a Monday and a Thursday. Similarly, please upload a message/photo/video as applicable in response to their home learning. We are enjoying seeing the learners all making such good progress!



Key Dates:

Wednesday 5th November – Individual Photographs

Learners will have their first school photograph taken. Please wear your full school uniform.

Tuesday 11th November – Remembrance Day

We will observe a two-minute silence and talk to the children about the importance of remembering those who have died while helping to keep our world safe.

Friday 14th November – Children in Need

To support this charity, learners are invited to wear something spotty and bring in a £1 donation. Throughout the week, we will also be learning about the importance of helping others in need.

Week Commencing Monday 17th November- Road Safety Week

Learners will be discovering more about how to stay safe on and around roads.

Week Commencing Monday 24th November – Anti-Bullying Week

Learners will take part in carpet sessions to explore the importance of kindness and respect.

Thursday 11th December – Christmas Jumper Day and Christmas Dinner Day

In support of Save the Children, learners may wear a Christmas jumper over their usual school uniform and bring in a £1 donation. The learners will be also be having their Christmas dinner at lunch time.

Friday 12th December – Parent's Christmas Craft

We would like to invite you to join your child in their classroom for a morning, afternoon or even day full of Christmas craft! More details to follow shortly.

Tuesday 16th December – Headteacher Drop-In Session

Join Mrs Smith at Overstone Care Home between 2:30–3:20 pm if you would like to share any feedback or have a chat.

Thursday 18th December – Nativity Performance

This is a wonderful opportunity for learners to perform their lines and songs in front of an audience. More information will follow.

Show Racism the Red Card:

The learners all had a super day wearing red to say no to racism. We had an assembly learning about how we should all be kind to each other no matter what our differences are.



Celebrating Diwali:

We have had a wonderful week celebrating Diwali with the learners. Everyone enjoyed learning about this festival which is so important to Hindus and Sikhs.

The learners enjoyed learning about the story of Rama and Sita. They also had a super time creating rangoli patterns, lighting diyas and looking at the special clothes which people wear.



October Half-Term Adventures:

Please do send us photos and videos from your half-term adventures!

We would love to share them with the learners and reflect on what they've been exploring and enjoying over the holidays.



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