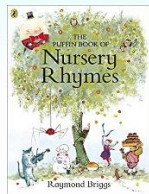
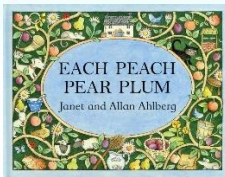
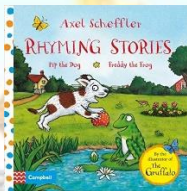


# Foundation Stage One

## Spring Term – ‘Our Nursery Can Rhyme’

**As readers, our children will use the following texts to support their learning:**



**Fiction**

‘Each, Peach, Pear, Plum’ by Janet and Allan Ahlberg  
 Selection of Class Nursery Rhymes inc Number Rhymes  
 ‘Rhyming Stories’ by Axel Scheffler

**Poetry**

Selection of Class Nursery Rhymes inc Number Rhymes

**Marshland Moments**

- 3. ‘Tweet’ a nursery rhyme
- 4. Dress up as a book character

**Engaging Parents Nursery Rhyme Performances**

The parent and carers will be invited into school to attend a nursery rhyme performance

**As mathematicians, our children will:**

- join in with a range of Number Rhymes
- recite some number names in sequence
- use some number names and number language spontaneously
- use some number names accurately in play
- recite numbers in order to 10
- count up to 5 objects from a larger group
- linking numerals to amounts
- use a range of positional language
- notice simple shapes and patterns in pictures
- begin to categorise objects according to properties such as shape or size
- show an interest in shape and space by playing with shapes or making arrangements with objects
- show interest in shapes in the environment

**As readers our children will begin to:**

- joins in with songs and rhymes
- spot and suggest rhymes
- handles books carefully and looks at them independently
- Recognises own name

In Phonics the children will be following ‘Letters and Sounds’ Phase 1.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

**As writers our children will begin to:**

- copy letters in their name
- mark make in a variety of forms
- form some recognisable letters in their mark marking.

**Personal, Emotional and Social Development will be an integral part of the daily activities and the classroom learning environment.**

**These areas will be a focus for this term:**

- selects resources independently
- demonstrate confidence and assertiveness
- play collaboratively to elaborate on and extend ideas

**Communication and Language will be an integral part of the daily activities and classroom environment. These areas will be a focus for this term:**

- joins in with songs and rhymes
- extends their vocabulary
- uses talk to organise thoughts and organise play

**Physical Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:**

- **Fine Motor Control** - develop pincer grip using resources in continuous provision i.e. painting, tongs, pegs
- **Gross Motor Control** - balancing and climbing
- moving in a variety of ways, running, jumping, crawling etc

**As artists, our children will:**

- collage using a variety of materials
- explore colour mixing

**As scientists, our children will:**

- comment and ask questions about aspects of their familiar world such as animals and their habitats
- observe the weather and the changes in the seasons
- make observations about changing state when baking currant buns

**As members of the school community our children will:**

- begin to have their own friends
- show interest in the lives of people who are familiar to them

**As musicians, our children will:**

- experiment with a range of musical instruments, investigating how they can ake the sounds louder and quieter

**As computers and users of technology, our children will investigate:**

- mechanical toys
- toys that need to be switched on and have sound effects, movements or create pictures