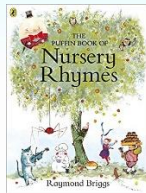
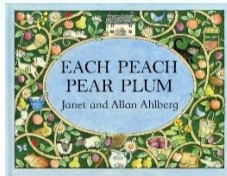
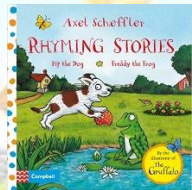


# Foundation Stage One

## Spring Term – ‘Our Nursery Can Rhyme’

As readers, these are some of the texts our children will use to support their learning:



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

As readers of words our children will use their phonic knowledge:

Aspect 4: Rhythm and rhyme  
 Aspect 5: Alliteration



### 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.

Developing ‘Literacy’ skills in word reading and comprehension, children will know:

- print has meaning
- print can have different purposes
- we read English from left to right and top to bottom
- the names of the different parts of a book
- page sequencing.

Children will be able to:

- join in with songs and rhymes
- spot and suggest rhymes
- handle books carefully and look at them independently
- understand print has meaning and can be used for different purposes
- recognise their own name.

Developing ‘Literacy’ skills in writing, children will:

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

As mathematicians, our children will:

- recite number names in the correct order
- count objects
- begin to use 1:1 correspondence
- link numerals to amounts
- use positional language

**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:**

- select and use activities and resources, with help when needed
- develop appropriate ways of being assertive
- play with one or more children, extending and elaborating play 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:**

- enjoy listening to longer stories and remember much of what happens
- understand 'why' questions, like: 'Why do you think the caterpillar got so far?'
- use wider range of vocabulary
- uses talk to organise themselves and their play
- know many rhymes and be able to talk about familiar books.

**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:**

**Gross Motor Skills-** The children will have access to the outdoor provision area throughout the school day. The provision includes a trim trail, wheeled balancing toys, digging sand area, mud kitchen, large construction materials and space to run, all of which will contribute to the development of gross motor skills and control.

**Fine Motor Skills -** Develop pincer grip using resources in continuous provision i.e. painting, tongs, pegs. Other provision includes; Funky Fingers area, Construction Area, Loose Parts, Materials, Creative Corner and Mark Making Area. These will all contribute to the development of fine motor skills and control.

**Through 'Understanding the World', our children start their learning journey as scientists, historians and geographers. They also begin to explore the differences in people. Children will:**

- explore small world settings, including animals and habitats
- talk about weather and seasonal changes
- bake currant buns, observing changes.

**Through 'Expressive Arts and Design', our children start their learning journey as artists, designers and musicians. Children will:**

- build a repertoire of rhymes and songs to perform
- explore collage using a variety of materials
- explore colour mixing.

