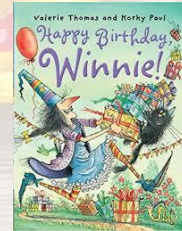
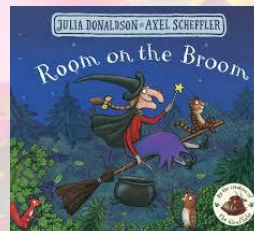
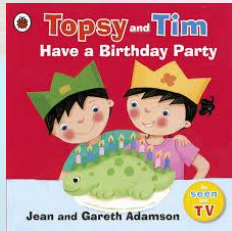


Foundation Stage Two

Autumn Term – ‘Let’s Celebrate!’

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



‘Happy Birthday Winnie’ by Valerie Thomas
 ‘Topsy and Tim’s Birthday’ Jean and Gareth Adamson
 ‘The Blue Balloon’ by Mick Inkpen
 ‘Room on the Broom’ by Julia Donaldson
 ‘Meg and Mog’ by Helen Nicoll
 ‘Diwali’ by Nancy Dickman

Little Wandle Letters and Sounds Revised

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

- words with –s /s/ added at the end (hats, sits)
- words ending –s /z/ (his) and with –s /z/ added at the end (bags)

New tricky words

put* pull* full* as and has his her go no to into she push* he of we me be

Marshland Moments

7. Run through a pile of leaves
8. Perform on a stage

Engaging Parents

Phonics Workshop

The parent and carers will be invited into school to attend a phonics workshop

Christmas Nativity

Foundation Stage Two will take part in a Foundation Stage performance of the Nativity

Developing ‘Literacy’ skills in word reading and comprehension, children will be able to:

- listen to stories, retell stories and narratives
- describe main characters, settings and sequence events
- recognise individual letters, saying sounds for them
- blend sounds in words
- read some common exception words

Developing ‘Literacy’ skills in writing, children will be able to:

- write labels and lists
- write names
- write grapheme – phoneme correspondences
- use phonological knowledge to spell simple words using magnetic letters or writing the graphemes.

As mathematicians, our children will follow the White Rose scheme:

Getting to Know You

Key times of the day, exploring number in provision, Where do things belong?

Just Like Me!

Match and sort, compare amounts, compare size, mass & capacity, exploring pattern

It’s Me 1, 2, 3!

Representing and comparing 1, 2 & 3, composition of 1, 2 & 3, circles and triangles, positional language

Light and Dark

Representing numbers to 5, one more and less, shapes with 4 sides, time

Personal, Social and Emotional Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:

- building constructive and respectful relationships with adults and peers
- selecting resources independently
- working together and taking turns
- following the school rules and routines

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

- listen to and talk about familiar stories and engage in story times
- articulate ideas and thoughts in sentences
- listen to and learn rhymes, poems and songs

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 digging sand area, large construction materials and space to run, all of which will contribute to the development of gross motor skills and control.

Fine Motor Skills

The children will access three handwriting sessions a week. These sessions will be influenced by 'Dance Write' and will use music and movement to improve motor skills to help develop writing. There will also be a 'Funky Fingers' provision area, construction area, creative corner and writing area which 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 festivals and celebrations from different cultures; Bonfire Night, Christmas, Diwali
- understand past events, with a focus on Guy Fawkes
- talk about weather and changes in the season
- explore the natural world
- bake birthday cakes and make jelly, observing the changes

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

- explore Rangoli patterns
- use clay and malleable materials, making Diva lamps
- represent experiences and objects through modelling, drawing and painting
- learn and sing songs for the nativity performance.

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

- 'Which places are special and why?'
- 'Which times are special and why?'