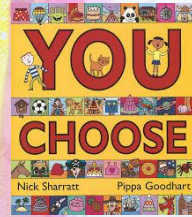
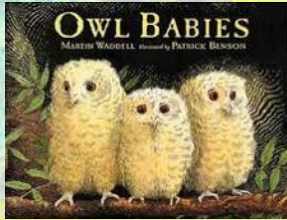
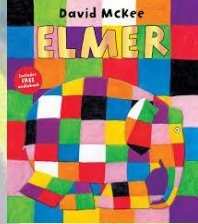


Foundation Stage One

Autumn Term – ‘Marvellous Me’

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



Fiction

- ‘Eyes, Nose, Fingers and Toes’ by Judy Hindley
- ‘Elmer’ by David McKee
- ‘Owl Babies’ by Martin Waddell
- ‘You Choose’ by Nick Sharratt and Pippa Goodhart
- ‘Postman Bear’ by Julia Donaldson
- ‘Brown Bear, Brown Bear, what can you see?’ by Bill Martin Jr
- ‘The Nativity Story’ by Juliet David

Foundations for Phonics Little Wandle

- Listening, rhyming, syllable and sound games
- Sounds – s a t p i n
- What’s in the box, sound game, blend from the box, oral blending game
- Nursery Rymes – 1,2,3,4,5 Once I caught a fish alive, A sailor went to sea, Baa, baa black sheep, Down at the station, Hey diddle, diddle, Hickory, dickory, dock, Humpty Dumpty, Incy Wincy Spider, Jack and Jill, Mary, Mary quite contrary, Miss Molly had a dolly, One, two buckle my shoe, Pat a cake, Ring a ring a roses.

Marshland Moments

Become a member of a library and borrow a book

Jump in puddles

Engaging Parents

Parents will be invited to watch the Christmas performance

Christmas Nativity

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

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

- Listen to and joins in with stories and poems, when reading one-to-one and in small groups.
- Show interest in illustrations and words in print and words in the environment.
- Look at and enjoys books independently.
- Handle books carefully and the correct way up, with growing competence.
- Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).
- Begin to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words.

Developing Literacy skills in writing, children will:

- Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right.
- Begins to show a preference for a dominant hand.

As mathematicians, our children will learn:

- colours
- matching
- sorting
- number 1
- number 2
- pattern

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:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Show more confidence in new social situations.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

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

- Pay attention to more than one thing at a time, which can be difficult.
- Start a conversation with an adult or a friend and continue it for many turns.
- Sing a large repertoire of songs.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

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:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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 natural materials
- talk about 'My Family', sharing photographs
- explore different occupations
- play with small world resources and explore role play
- talk about the weather and the changes in the seasons
- bake Gingerbread Men, observing changes

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

- play with small world resources – 'Family and Self' focus
- create simple representations of themselves
- work with malleable materials
- explore natural construction, linked to 'Owl Babies'
- explore instrument sounds
- learn and sing songs for the Nativity