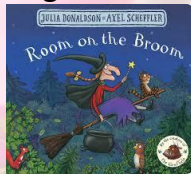
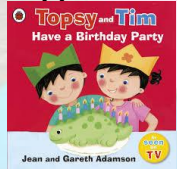


# Foundation Stage Two

## Autumn Term – ‘Let’s Celebrate!’

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



### Fiction

- ‘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
- ‘Rama and Sita: The story of Diwali’ by Malachy Doyle
- ‘To Carnival – A celebration in St. Lucia’ by Baptiste Paul
- ‘Supertato: Carnival Catastro-pea!’ by Sue Hendra
- ‘The Nativity: The story of Baby Jesus’ by May Eliot

### 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

Run through a pile of leaves  
Perform on a stage

### Engaging Parents

#### Phonics Workshop

Parents 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:

- Enjoy an increasing range of both fiction and non-fiction books.
- Describe main story settings, events and principal characters in increasing detail.
- Re-enact and reinvents stories they have heard in their play.
- Read most individual letters by saying the sounds for them (matched to the Autumn expectations of the school’s phonics programme).
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences, matched to the expectations of the school programme.
- Begin to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example.

### Developing ‘Literacy’ skills in writing, children will:

- Write an increasing number of letters accurately.
- Write some or all of their name correctly
- Give meaning to the marks they make as they draw, write, paint.
- Write initial sounds to label pictures.
- Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print.
- Spell phonetically plausible words by identifying the sounds and then writing the sound with letter/s (matched to the Autumn expectations of the school’s phonics programme).
- Spell CVC words correctly (matched to the Autumn expectations of the school’s phonics programme).

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

- Getting to Know You
- Match, sort and compare
- Talk about measure and patterns
- It’s Me 1, 2, 3!
- Circles and triangles
- 1,2,3,4,5
- Shapes with 4 sides

**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:**

- Learning new vocabulary
- Using new vocabulary throughout the day
- Developing social phrases
- Articulating ideas and thoughts in sentences
- Listening 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**

- Revising and refining the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Further developing the skills they need to manage the school day successfully: lining up and queueing, mealtimes, personal hygiene

**Fine Motor Skills**

- Developing their small motor skills so that they can use a range of tools competently, safely and confidently.

**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; Birthdays, Halloween, Diwali, Carnival and Christmas.
- Talk about past events
- Talk about weather and changes in the season
- Explore the natural world

**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?'