

## *Marvellous Me... Foundation Stage One Autumn Term*

### **Key Questions:**

*What do you think of your new school? What do you like to do with your friends? What activity are you going to choose? What do you like to do? Can you name a part of the body? What sense do you use to ....? Tell me about you home/family? What do you do to celebrate...?*

### **Values of the term: Responsibility/Respect**

#### **Communication and Language (C&L)**

- *Listen to practitioners, peers and range of other speakers in relation to activities, opportunities and events*
- *Hear a range of vocabulary in relation to learning theme and experiences*
- *Listen to a range of songs, rhymes, poems, chants, non fiction responding through simple questions and by joining in some words and actions*
- *Phonics Letters and Sounds phase 1*
- *Begin to discriminate every day sounds*
- *Listen to and follow 1/2 part instructions- Relate to all areas of learning and routines e.g wash your hands and come to the carpet*
- *Begin to think about thoughts, ideas and feelings in order to communicate needs*
- *Use familiar vocabulary (such as name, I want, need... look at...)*
- *Begin to develop talk for different purposes and audiences in relation to activities and experiences*

#### **Personal Social and Emotional Development (PSED)inc SEAL**

- *Getting to know our new friends*
  - *Play in a group, sharing play ideas.*
  - *Initiates play, offering cues to peers to join them.*
  - *Demonstrates friendly behaviour.*
  - *Initiates conversations, attends to and takes account of what others say.*
  - *Takes steps to resolve conflicts with other children,*
  - *Can select and use activities and resources with help.*
  - *Welcomes and values praise for what they have done.*
  - *Enjoys responsibility of carrying out small tasks.*
  - *Shows confidence in asking adults for help.*
  - *Aware of own feelings, and knows that some actions and words can hurt others' feelings.*
  - *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.*
  - *Can usually adapt behaviour to different events, social situations and changes in routine.*
- SEAL New beginnings/getting on and falling out*

#### **Physical Development**

- *Experience various locomotor body movements with or without music (skip/slither/crawl/spin/roll/walk)*
- *Experience various non-locomotor movements with or without music (stretch/twist/pull/push/sway/kneel/curl/reach)*
- *Begin to show an awareness of space and others*
- *Has a variety of experiences of rolls (tuck/log down a hill/across a mat))*
- *Experience hopping with support if necessary*
- *Balance in a fixed position to hold a shape and balance to walk along a line*
- *Jump and land safely (2:2, 1:1)*
- *Explore new sensations*
- *Hold a range of tools correctly/comfortably (scissors, rolling pin, hammer, brush, glue stick)*
- *Begin to develop vocabulary to describe their actions*

## **Maths**

- Listen to, join in and respond to number rhymes, songs, stories and games
- Oral counting putting numbers in the right order
- Count objects using number names and number language
- Begin to estimate every day objects
- Begin to recognise some number symbols of personal significance and in the environment
- Make comparison between 2 sets of objects, identifying similarities in terms of number
- Introduce, explore and begin to use the names of some familiar 3D and 2D shapes
- Explore pattern in a range of activities
- Begin to sort and match sets of objects using a given criteria such as shape, size,
- Use positional language in a range of activities
- Introduce language of size (big/little) and weight/capacity (heavy/full)
- Begin to be aware of the sequence of the days of the week and introduce children to own personal clock through routines

## **Literacy Reading**

- Introduce children to a range of stories, rhymes, songs, poems by:
- Using props, finger puppets, story boards, masks etc encouraging verbal and non-verbal response.
- Explore a range of non-fiction texts (pictures/videos/photographs) in relation to the learning theme.
- Encourage children to use book corner and display reading like behaviour:
- Hold book right way up, turn page,
- Use pictorial and visual clues in order to retell familiar rhymes and stories,
- Beginning to show awareness of directionality (left to right, top to bottom).
- Begin to identify with personal symbols, pictures and print in relation to themselves in the new environment

## **Writing**

- Talk and make marks in a variety of learning activities and for a variety of purposes - e.g. label self-portrait, write about their friends write invitations, cards, thank you letters, list of food for a party.
- Personalise own work - Use symbol/letters to identify own paintings/models
- Begin to explore and experiment with a range of mark making tools - Make writing patterns in wet sand, make marks in dough, clay, use range of pens, pencils, brushes in writing area, make name in salt dough.
- Begin to show an awareness of the conventions of writing (left to right, top to bottom)

## *Expressive Arts and Design*

- *Make different types of lines, swirls, squiggles etc using a range of brushes, pens, pencils, sticks, chalks.*
- *Listen to music and move in straight, curly, zig zag, wavy lines on feet and using body parts.*
- *Paint/draw Self portraits using mirrors*
- *Manipulate dough and clay*
- *Use a variety of tools to make marks - Fat/thin pens, brushes, wax crayons, pastels.*
- *Experience different movements to make marks - Contrast small and large movements, working in large and small scale indoor and outdoor.*
- *Explore the textural qualities of paint*

## *Understanding the World*

- *Begin to understand change over time, from birth in relation to themselves*
- *Know practitioners and their role within the setting*
- *Begin to understand other peoples roles in the wider community*
- *Explore through the senses*
- *Compare/contrast similarities and differences and raise questions*
- *Observe how humans move, feed, grow and use their senses and talk about what they see*
- *Patterns of environmental change*
- *Observe and discuss daily change*
- *Time in relation to events in their own lives*
- *Introduce opportunities to share*

- *Raise an awareness of environmental print both indoor and outdoor*
- *Pattern*
- *Begin to talk about the weather*
- *Use IT to develop skills across areas of learning e.g. talking books, paint program, telephone, mobile phone*
- *Observe and talk about ICT in the environment e.g. telephone, fax, TV, tape recorder*
- *Use ICT for finding things out in relation to learning theme, and know that ICT comes from a variety of sources e.g. CD ROM, internet, video, tape etc*

*using hands and feet to manipulate paint - hand/foot printing, make prints with fingers*

- *Enjoy feeling and comparing different textures and textiles -*
- *Explore a range of natural and man made printing materials*
- *Joining in singing a range of songs and rhymes in relation to the learning theme, experiences and interests*
- *Listen to a range of short musical extracts and live or recorded music*
- *Responding to and identifying sounds*

*stories, role play and talk about personal elements of events in children's lives*

- *Introduce children to their own personal clock through daily routines in nursery*
- *Introduce children to their own personal time line through birthdays*
- *Model key vocabulary of time in relation to personal clock/time line,*
- *Introduce children to and explore aspects of Autumn and Winter*
- *Show an interest in features of new nursery environment*
- *Identify key features of indoor and outdoor environment through symbols, photographs, talk*

**RE**

- *Harvest- thankful*
- *Diwali*
- *Christmas*
- *Chris tingle*
- *Eid*

### ***Computing and Digital Technology***

*Introduce explore and use smart board*

*Digital photographs of Autumn walk*

### ***Building Learning Powers (BLP)***

- *Introduction to BLP bear*
- *Introduction to Resilient Tortoise*
- *Introduction to vocabulary*
- *Story of managing distractions*

### ***Curriculum Enrichment***

- *Autumn Walk*
- *Pumpkin bonfire*
- *Visitor for Diwali*
- *Visitor for Christmas*
- *Christmas Production*

## ***British Values***

### ***Democracy***

- *Class rules*
- *Red, White and Blue da*

### ***Rule of Law***

- *Introduction to zone board*
- *Conflict resolution*

### ***Individual Liberty***

- *Develop independence and self confidence*

### ***Respect and Tolerance***

- *Light festivals from other cultures*
- *Children in Need*

## ***Philosophy for Children (P4C)***

***Explore work of artist Kandinsky***

***Use senses to explore outdoor environment***

## ***SMSC***

### ***Spirituality***

***Explore values and beliefs, including religious beliefs.***

### ***Moral***

***Develop a respect for other needs and feelings***

### ***Social***

***Sharing and taking turns with friends***

### ***Cultural***

***Give pupils a chance to think about their own culture and background.***