

Share In Our Learning

Foundation One - Autumn Term



<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> • Seeking out new friends to share our play experiences. • Beginning to express our interests and the activities that we prefer. • Developing our understanding of the rules and boundaries within the classroom.
<p>Communication and Language</p> 	<ul style="list-style-type: none"> • Beginning to listen to rhymes and stories, joining in with the repeated phrases. • Starting to understand: who, what, where, why and how questions. • Expressing our ideas using simple sentences and beginning to retell an event in the correct order.
<p>Physical Development</p> 	<ul style="list-style-type: none"> • Showing control using jugs to pour, hammers, books and mark-making tools. • Developing larger movements outside such as kicking and throwing a large ball. • Gaining confidence using our outdoor climbing equipment.
<p>Literacy</p> 	<ul style="list-style-type: none"> • Sharing our favourite stories and rhymes. • Listening to stories with increasing attention and recall. • Beginning to look at books independently. • Distinguishing and giving meaning to our marks as we draw and paint. • Using emergent writing to convey meaning.
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Reciting number names in sequence. • Making comparisons between quantities, using the words 'more' and 'less'. • Beginning to show an interest in numerals in the environment. • Counting objects (1:1) up to 5/10. • Representing numbers using pictures and marks.
<p>Understanding the World</p> 	<ul style="list-style-type: none"> • Beginning to learn that there are similarities which connect us to others and differences that make us unique. • Talking about some of the things we have observed such as plants, animals, natural and found objects. • Noticing detailed features of objects in our environment.
<p>Expressive Art and Design</p> 	<ul style="list-style-type: none"> • Showing an interest in the way musical instruments sound, experimenting with banging, tapping, and shaking. • Engaging in imaginative role-play based on own first-hand experiences. • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Realising tools can be used for a purpose.



Happy to Be Me!

Curriculum Newsletter



Construction and Role Play

Dress up as family members. Make models from salt dough and concentrate on how it feels and discuss the texture. Dress up as builders and work as part of team to create a house.

Maths

Measure themselves, draw around hands and feet. Make comparisons and organise according to size.

Outdoor Learning

Focus on the sense – touch. Create a range of props/role play areas eg house, a sensory garden and a wish footpath.

Literacy and Mark Making

Reading – read books that have a family theme. Create a topic book about themselves. Use chalk to draw around each other. Mark make with bubble wrap, paint and toothbrushes.

Creative

Make models of themselves and talk about different body parts. Create a puzzle of themselves from a photograph and develop cutting skills.

