



# Early Years Foundation Stage



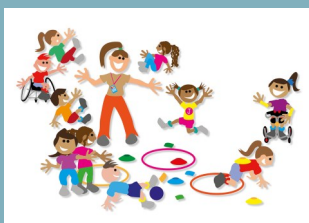
## Clothing

Please could you make sure that all items of clothing are labelled—including shoes!



## Wellington boots

Please can all children bring a named pair of wellington boots every day for use in the outdoor area. These can either be left at school or brought to/from school on a daily basis.



## PE

PE will take place every **TUESDAY**.

This term children need to come to school wearing their PE kit.

## Curriculum Information Autumn term 1 2024

We would like to welcome all parents and children to Foundation Stage.

We are so proud of all the children and how they have returned to /started school and we would like to thank you for your continued support.

Our topic this half term is 'All about Me' and 'Autumn'.

## Curriculum Money

We ask for a curriculum donation of £5 each term (Autumn, Spring and Summer). We use this for buying food for tasting and cookery, gardening and extra topic resources (e.g. butterfly garden, wormery).

## Library



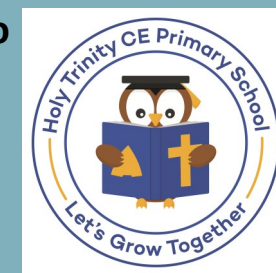
The children will get to choose a library book every Monday.

Books have to be returned on

**Monday only**. Please place this in your child's book bag to return to school.

## Book Bags

Children have all been given a blue book bag. Please can children bring their book bags to school *every day*.





### Reading Books

The children will begin our Read Write Inc phonics scheme on Monday 9th September.

Miss Skipworth (our school reading leader) will share video presentations with you throughout the year, that will help you to support your child's learning.

In addition Mrs Dickson (EYFS lead) and Miss Skipworth will be in the FS classrooms to show RWI resources and answer any questions that you may have on:

**Tuesday 24th September 3.30-4.00pm**

We will share the video links using the school app, when these are available.



### Evidence Me

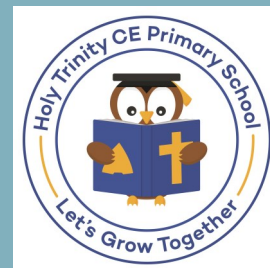
All 'Evidence Me' accounts have been activated and we hope that you are enjoying the observations that we have shared so far.

We will continue to share 'observations' when we have seen new or significant learning and we will also use 'Evidence Me' to share reminders or information about events that children have experienced in school.



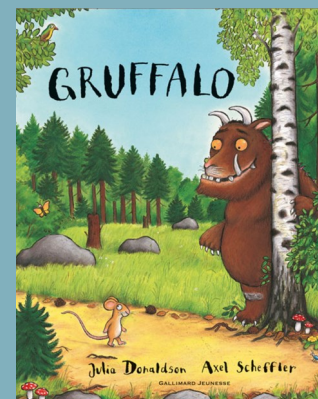
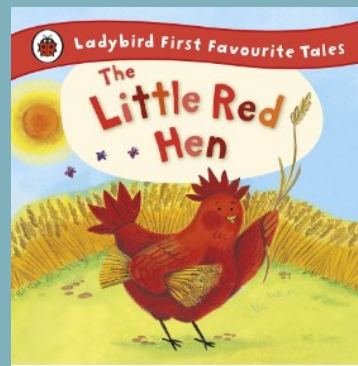
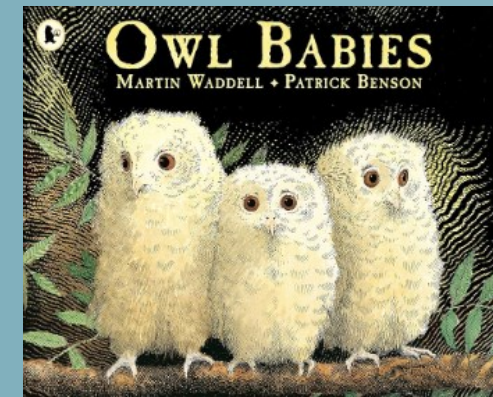
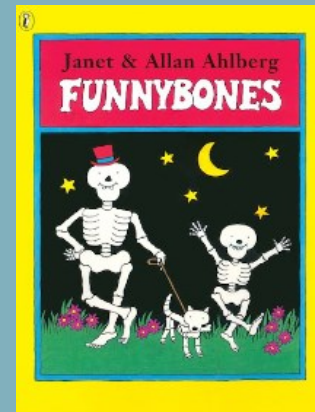
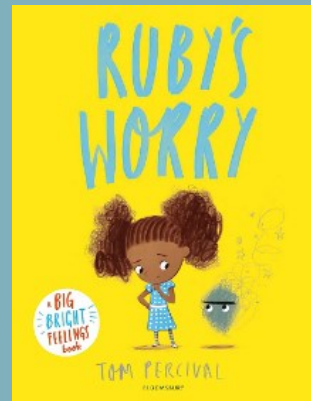
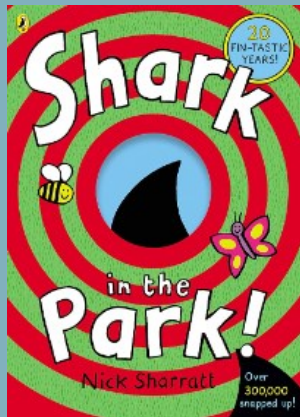
### Reception Baseline

We will be beginning Reception Baseline assessments with the children this week — information about the assessment will be sent to you using the school app.



# The Magic of Reading.

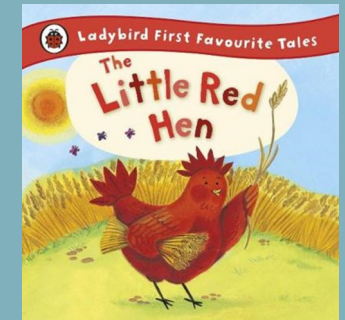
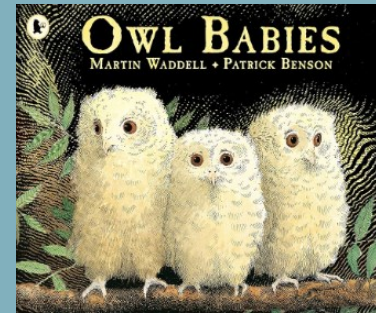
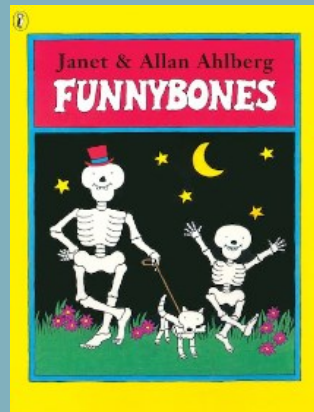
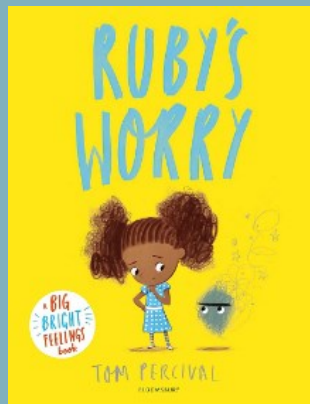
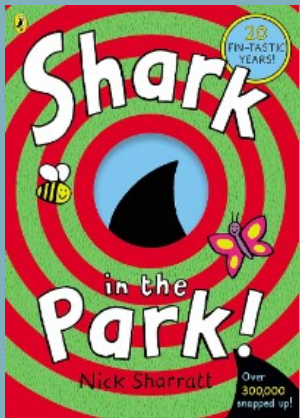
These are the books that we will share this half-term in our daily 'Magic of Reading' session. We will explore new vocabulary, re-tell the stories and talk about the characters that we encounter.



# The Magic of Reading—Goldilocks Words

We explore new words when we share our stories each week.

Goldilocks words: these words are the focus for the direct teaching of vocabulary - really useful words which are likely to be encountered again and again across topics. We encourage children to start using these words as we play and interact in school.



testing

explore

connected

trunk

poisonous

scratching

telescope

worry

town

twigs

stream

excited

cries

staring

skeleton

feathers

feast

plant

terrible

pretended

frighten

swooped

prickles

eager

doubt

enormous

suddenly

flapped

rumble

ripe

glad

shrink

bounced

delicious



# In our Prime Areas we will be learning to:



## Communication and Language

- Develop our listening skills so that we can listen for a longer period of time on the carpet and also to other children during our play.
- Listen to lots of stories and non-fiction books so that we can learn lots of new words and we will be encouraged to use these words in our play.
- Develop confidence when playing and interacting with our teachers in the classroom, so that we are confident to talk to them about our feelings and needs.

## Physical Development

- Do our 'squiggle while you wiggle' dances—these use large movements and dance to help us develop the fine muscle control that we need for writing.
- Hold a pencil correctly using 'perfect pencil grip'. Each week we will learn new Read Write Inc rhymes that will help us learn correct letter formations.
- Put our clothing (jumpers and coats) on and off by ourselves and use the toilet independently.
- Use our knife and fork to cut our food and eat independently.

## Personal and Social

- Settle into our new school routines and begin to build friendships with other children and the staff in the classroom.
- Understand and follow our classroom rules for when we are choosing our learning and also when we are sat at group time on the carpet.
- Keep safe when in our classroom and school. We will also be learning about the adults in school who keep us safe and how we can be a safe pedestrian.
- Talk about our feelings—happy, sad, tired and hungry - and what we can do when we have difficult feelings.
- Talk about our families and recognise that all families are different
- Talk about how we are special

# In our Specific Areas we will be learning to:



## Literacy

### Reading

- Say the 'sound' in response to 25 alphabet letters and to be able to point to a letter after hearing its sound.
- 'Blend' sounds orally in simple words (e.g. Adult say c-a-t, child can hear cat) - this is called 'Fred talk'. We will then begin to read simple words on our own!

### Writing

- Hear initial, medial and final sounds in words using our 'Fred Fingers' e.g. in dog we can hear the sounds d-o-g.



## Maths

- represent the number in a given set using different objects – e.g. showing the same number on their fingers
- name quantities with number words, (e.g. "I can see 3.")
- match sets to numerals
- make their own arrangements that can be subitised.
- develop their counting skills to enable them to identify how many there are in a set that cannot be subitised and count with 1:1 correspondence. We will explore how all sorts of things can be counted, including sounds.
- explore how numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4. e.g. seeing that 3 can be composed of 1 and 2.
- use the language of comparison to describe sets of objects that they can see— 'more than' and 'fewer than'



# In our Specific Areas we will be learning to:



## Understanding the World

### History

- Talk about events in our past; explore how our homes were different in the past and explore the passage of time through seasonal changes and how this affects the clothes we wear.

### Geography

- Talk about the seasons cycle and the changes we see in Autumn; recognise our school on an aerial map and identify the key features; recognise the street and town where our school is located and create a simple map of Church Street.

### Science

- Recognise that the seasons are a cycle and that the weather changes in each season, we will describe what we see, hear and feel in Autumn compared to Summer; observe how animals behave differently as the seasons change – squirrels storing nuts and hedgehogs hibernating; name and identify common body parts and explore how their own bodies can move.

### RE

- Talk about how we are special, valuable and unique and the religions that teach us this; describe how children are welcomed into the Christian and Islam faiths and why/how Harvest is celebrated in a Christian Church.



## Expressive arts and design

### Design Technology

- Use equipment to make simple models in different areas of the classroom; explore how people travel and create simple vehicles and taste different breads from around the world . We will also be baking our own bread!

### Art

- Use our painting area and how we can mix primary colours to create secondary colours

### Music

- Sing with a large group; join in with class songs and movements, move to the pulse and watch a performance when we see the choir perform at Harvest Festival.

