

Expressive Arts

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Communication and language

- Understand how to listen carefully and why listening is important.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Develop social phrases.
- Engage in storytimes & in non-fiction books.
- Learn new vocabulary and use it throughout the day and in different contexts:

Physical Development

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping etc.
- Further develop the skills they need to manage the school day successfully.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style, which is fast, accurate and efficient.
- Develop overall body-strength, balance, co-ordination and agility.

Personal, social and emotional development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own personal hygiene needs.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them. (ck, ff, ss, ll)
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s.

Foundation Stage - Autumn 2 2021

Traditional Tales

We are going to be promoting our school values of...

Excellence – trying to be our best
Determination – keeping on trying, even when it's hard!
Teamwork – working together to resolve conflicts
Kindness – sharing with our friends
Being Unique – thinking about how our families are unique

Maths

- Count objects, actions and sounds.
- Subitise (know an amount without counting)
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Recall number bonds for numbers 0–5.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the world

- Talk about members of their immediate family and community.
- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Expressive Arts

- Firework Art – how does the sound of fireworks make us feel? How could we represent that feeling?
- Explore the effects of colour mixing.
- Learn new, creative techniques and apply them independently.
- Listen and respond to different types of music eg. spooky, festive, Diwali
- Learn new songs: harvest, Christmas and perform these as a class.
- Engage in the role play areas developing new storylines based on experiences.
- Learn how to play new instruments

Personal, social and emotional development

- Talking about the people who are special in our lives and why this might be.
- Learning about how Christmas and Diwali is celebrated and by which communities.
- Discussing the different feelings we might have in a variety of situations and how we might recognise them and deal with them.
- Looking at different family and how each is different but each is unique and special.
- Looking at the different types of homes people might live in.
- Talking about the different ways people can show kindness and how we can accept acts of kindness.

Literacy

- Enjoy listening to a range of traditional tales.
- Engage in conversations about traditional tales and other familiar stories.
- Share new vocabulary linked to traditional tales and aspects of Understanding the World such as Diwali, Bonfire Night and Christmas.
- Continue to learn phase 2 sounds.
- Consolidate and apply learning of phase 2 sounds.
- Begin to blend Phase 2 sounds into words.
- Read on sight Phase 2 tricky words (I, the, to, no, go, into)
- Write Phase 2 tricky words (I, the, to, no, go, into)
- Learn to correctly form phase 2 sounds in writing
- Begin to write captions thinking about using a capital letter and full stop at the start and end of a sentence.

Communication and language

Communication and Language is a highly valued aspect of our curriculum. Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interests. Adults engage children in highly quality interactions where children share their ideas and are supported to elaborate through the use of questioning, the introduction of new vocabulary and focused modelling. Stories, rhymes and songs are shared regularly throughout the day in order to support and develop children's vocabulary and language development.

Foundation Stage Autumn 2 2021 Traditional Tales

We are going to be promoting our school values of...

Excellence – trying to be our best
Determination – keeping on trying, even when it's hard!
Teamwork – working together to resolve conflicts
Kindness – sharing with our friends
Being Unique – thinking about how our families are unique

Maths

- Focus numbers 1 – 6; unpicking each number to gain a solid understanding of number.
- Learning to from the numerals 1-6.
- Ensuring accurate 1:1 correspondence when counting objects.
- Understanding that the final number counted is the total number in the set.
- Learning to count accurately to 20 and beyond.
- Learning basic 2D shapes and being able to describe them using the vocabulary sides and corners.

Physical Development

- Fundamental movements – helping children to develop core skills such as running, jumping, coordination, balance and agility and throwing.
- Pencil grip / handwriting – continue to work on developing a good grip when holding a pencil and correctly forming letters ensuring they start in the correct place.
- Balance Bikes/Scooters – to develop gross motor skills, balance and coordination by using the balance bikes and scooters.

Understanding the world

- Diwali
- Christmas
- Firework Safety
- Harvest
- Fireworks
- Halloween
- Nativity
- Forces