



All about me....

FS1 – Autumn Term 1A

Communication and language

One of the prime and most important areas in the Foundation Stage is Communication and Language. This area underpins all the other areas of learning. Children will be taught new language and vocabulary daily. We will encourage and model the correct use of language to support children, especially when it comes to building with their peers in the first few weeks. During the first term, we will focus on developing the children's listening skills through activities that require the children to discriminate between sounds and tune into sounds within the environment.

(Phonics Letters and Sounds Phase 1:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Personal, social and emotional development

PSED is another prime area in the Foundation Stage. For some children, this is going to be their first school experience, so there will be a big focus on ensuring all children feel happy and safe when coming to school. The children will learn how to use resources in the classroom safely and appropriately. They will begin to familiarize themselves with the adults in the class and learn how to ask for help when needed. Children will have the opportunity to move freely across the classroom and express their preferences and interests.

Physical development

Our final prime area will focus on encouraging the children to be independent when it comes to their health and self-care, such as toileting, washing hands and getting themselves dressed. Children will be taught on how to stay safe inside and outside of school. Everyday children will have the opportunity to develop their fine and gross motor skills.

Contact information:

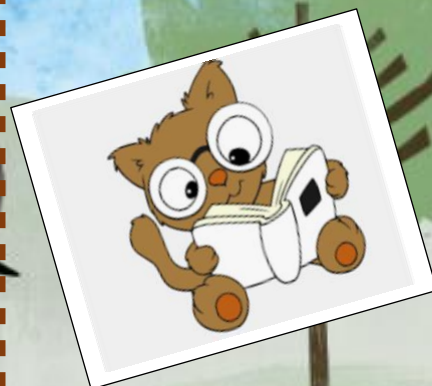
Head of Year: Miss Lauren
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Maths

For our Maths learning this term, children will be exploring number language and how/what counting is and means. This will be taught through a series of number songs, games and the use of real-life objects. Children will begin to learn that we can represent numbers in a range of ways. We will also be learning what patterns are and how to order objects based on their size in Shape, Space and Measure.

Expressive arts and design

This term the children will have a range of opportunities to sing songs, dance, listen to music, act, design, move their bodies and express their thoughts through small world figures and activities.



PE

Despite the current circumstances, children will still be given the opportunity to move safely in P.E through social distancing activities such as stretching and stationary movements.

Dates for your diary

- 12th September FS Curriculum Evening
- 21st September Phonics Workshop
- 27th September Tapestry Workshop
- 5th/6th October parental engagement sessions.
- 11th October Early Reading Workshop.

Understanding the world

Understanding of the world is the Early Years version of Science. This term there will be lots of opportunities for children to learn about one another, but also about each other's families and cultures. We will be sharing family photographs and celebrating all the similarities and differences in the class. There will be opportunities for children to learn how to use basic technology and simple IT equipment such as iPads and the ca whiteboard.

Literacy

In this terms Literacy learning, we will introduce the children to Talk for Writing. For those who are unfamiliar with Talk for Writing, it is a powerful approach that teaches children the early stages of reading and writing. In the Early Years we will be using this method to teach children different rhymes and stories through the use of actions and spoken words. This will teach the children how to retell rhymes independently and with confidence. Along with developing children's Language, the children will also start to explore making different and meaningful marks using paper, pens, chalk, paint etc. We will then explore what these different marks mean to the children. This term will also be a good opportunity to assess children on their current development of mark-making and fine motor skills.