

Foundation Stage Overview- Autumn Term 1 & 2

Teachers: Miss Street & Mrs Houghton

TAs: Mrs Abery, Miss Stone, Mrs Mortimore (EYP) & Mrs Johnson

Topic for the term: 'Familiar To Me' and 'My Interests'

English

Listen to sounds in the environment.
Listen to and hear initial sounds.
Listen to familiar stories and be able to recall some facts.
Identify taught sounds.
Begin to write the taught letters.
Sequence familiar stories.
Hear and blend the sounds in CVC words.
Recall key facts in familiar stories.
Orally blend all SET 1 sounds.
Tell a story using a story map.
Add captions to pictures using the correct initial sound.

English texts:

Nursery Rhymes	Kitchen Disco
Gruffalo	Fireworks Poem
Not Now Bernard	Dinosaur
Goldilocks & the Three Bears	Stickman's Christmas
Magic Porridge Pot	Stickman

Communication & Language

Use question words such as how why, when, where and how.
Ask an adult for help if needed
Know that a conversation is when you and more than one other share words which go back a forth
Know that when someone else is speaking it is important to listen
Know that it is okay to ask questions when you are unsure
Use vocabulary such as 'and' and 'because' to add to a spoken sentence
Talk about things I have observed and seen
Share thoughts and ideas about a topic and beginning to use new vocabulary learnt
Talk about why something may have happened and provide some reasoning behind this

Talk through Stories

In Talk through stories we learn about the vocabulary, characters and key phrases from the story.

Our texts this term are:

Elmer	Five Minutes Peace
Room on the Broom	Can't You Sleep Little Bear
One Snowy Night	Ruby's Worry

Maths

Count up to 10 objects 1:1 correspondence.
Match quantities to numerals up to 10.
Recognise a group of up to 5 objects without counting.
Use non-standard units to measure length, weight and capacity.
Identify some 2D and 3D shapes .
Make observations of and compare length, weight and capacity.
Follow a simple pattern.

Understanding The World

Talk about how they have changed since they were a baby.
Talk about their family.
Talk about their school day.
Talk about a special event in their life.
Talk about the things that they like and dislike.
Identify similarities and differences between now and the past.
Answer questions about the past.
Talk and draw aspects of the past.
Identify key areas in the classroom & outside area.
Name areas using pictures and words.
Move around the classroom safely.
Identify and name the seasons.
To group animals that live in the Arctic and animals that don't.
Identify snow and ice.

<u>Phonics</u> Read, write, inc. set 1 Learning the picture rhymes and names Recognising and blending sounds to build words.	
<u>Personal, Social & Emotional Development</u> <u>Jigsaw:</u> <u>Settling In</u> Discover how to use my voice to make loud and quiet songs. Choose instruments to make a specific sound. Listen to music and respond by using hand and whole body movements. Express a concern to an adult in class. To listen with your whole body. Notice others reactions. <u>Celebrating Difference</u> Persevere to achieve goals. To express their strengths. To be respectful to others. Label a feeling using basic language (happy, sad, worried, excited, bored, angry, and calm.)	
<u>Physical Development</u> <u>Gross Motor</u> Use limbs to compensate balance. Link, repeat, practice and recall movements. Coordinate eyes with large arms movements Grip balls and other play equipment using both hands Use core strength to move in a slow and controlled way. Vary pace, length of stride and frequency of steps. <u>Fine Motor</u> Use a dominant hand. Begin to form recognisable letters, which are formed mostly correctly. Use scissors effectively. Begin to use anticlockwise movement and retrace vertical lines. Thread objects such as large beads. Scoop small items into a spoon. Pull up a zip when somebody and started it for me.	
<u>PE</u> <u>Fundamentals and Dance</u> PE is on a Tuesday for both classes - Please send your children in their PE kits each Tuesday.	

<u>Expressive Arts & Design</u> People who help us - services role play area. Making nurses hat, doctors bag, fire-fighter. Select tools carefully according to their need. Know where resources are and be able to put them back carefully. Use different tools for applying marks with paint, chalks and pencils. Give meaning to the marks they are making. Mould, shape and manipulate different malleable materials. Create large-scale paintings using flicking and dripping techniques. Construct with a purpose by using junk materials to see how to connect they securely. Explore singing different songs. Listen to and join in with nursery rhymes and use musical instruments to tap out a rhythm. Explore the different sounds instruments make. Discover how to use my voice to make loud and quiet songs. Choose instruments to make a specific sound. Listen to music and respond by using hand and whole body movements. <u>Music:</u> Farm time - Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score. Our town - Create and perform combinations of sounds used expressively to illustrate a town at night and day. Recycling - Explore and combine a variety of environmental sounds using litter. Light - Express feelings in music by responding to the moods suggested by the colours of the rainbow. Working toys - Create and perform a variety of sound sequences based on movements, first singly then in combination. Robots - Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score.	<u>Spare Clothes</u> Please bring in spare clothes that the children can leave at school for the term. They may need these following toileting accidents or if they get wet or dirty in the outside area.
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Helping your child at home:

- Read and talk about books.
- Try to read at least 3 times a week.
- Internet research of topics.
- Talking about their school day.
- Talking about & using number in a variety of situations.
- Encouraging independence (including getting dressed).

Reading at home:

- Try to read at least 3 times a week.
- Share favourite books, magazines and look for print in the environment.
- Reading books will be changed once a week.
- Library Books will be changed once a week.

Notes for parents:

- Please remember that if you have a change of who is collecting your child, please ensure that you have made the class teacher aware beforehand or that they are on the pink collection sheet.
- Email reception@stmichaels.reading.sch.uk for any questions or messages.
- Please **cut grapes** if you are sending your child in with them for snack or lunch.
- Please remember that we are a **nut free school**, this includes chocolate spread.
- Please practice putting on coats, gloves and scarves and fastening zips on coats.
- Please practise using cutlery at home.