

Foundation 1 GREEN Term 1 AUTUMN 1 ST HALF	OURSELVES
<p>Literacy (Both ELGs)</p> <p>Reading Listen and join in with a various of stories, with increasing attention and recall. To be able to tell who is in the story and what they see happening (characters, setting, events) To be able to copy a rhythm To begin to recognise words that rhyme- provide the missing word. To explore books about themselves, their learning journey- explore their photos-talk about what they are learning, doing, enjoying. Phonic phase one –explore rhymes, , rhythm, sound, oral/audio blending and segmenting-simple cvc words (incorporated into stories) rhyming words/objects Jolly phonics –VAK learn letter sounds, actions –Phase 2 start from wk 3</p> <p>Writing To be able to represent their understanding of objects, discussions, basic story events through drawing. Begin to use marks, signs, symbols, letter like shapes, letters to represent their writing (older group-build understanding that writing is different than drawing).</p> <p>Books: Goldilocks and Three bears, Nursery Rhymes eg Miss Muffet, Pat a cake, other rhymes eg. Porridge in the pot..., The little red hen, Owl babies, Quiet night in, Pace at last, PSE link- I want my potty,</p>	<p>Mathematics (Both ELGs)</p> <p>Number To notice and recognisesome numbers in the environment. To touch-count lined up objects –say numbers in the correct sequence as far as possible. To count actions up to 5/10/20 To be able to show interest in number problems</p> <ul style="list-style-type: none"> To calculate one more /one less through counting rhymes and songs(Sing nr rhymes and songs involving adding and taking away: 5 frogs, 10 in the bed, 5 ducks, 5 monkeys, 1 potato, 1 man went to mow) To be able to notice difference in quantity and groups with the same number of objects. To be able to make a group containing the same number of objects as on the model To count out given number of objects from a larger group- differentiated expectations 3yo- 1, 2; 3-4 yo- 3-6+ begin to match number and quantity <p>SSM To develop mathematical vocabulary related to size, weight ,shape, position-observe these in real life situations and in stories To observe and notice simple shapes and patterns in the environment- tell what they see-describe everyday objects To be able to use shapes appropriately for tasks eg. Make a shape collage of a house, person, Explore 2D ad 3D shapes through construction</p>
<p>Communication and Language (All 3 ELGs)</p> <p>Listening and attention To isten and join in with a wide range of stories (fiction, non-fiction books about ‘Me’, ‘Maisy Mouse’, ‘Peppa Pig’- collection of stories</p> <p>Understanding With support begin to understand ‘why’ and ‘how’ questions.- when taking about themselves /family / stories etc</p> <p>Speaking To be able to talk about their family life, immediate family members, friends, breakfast, lunch, dinner, making food etc. To be able to talk about things around them. Eg. family, home, favourite activities, shops, park</p>	<p>Physical Development (Both ELGs)</p> <p>Moving and handling To investigate classroom environment (UW link) To develop control and coordination in large and small movements.- climbing, spinning tops, slide, wheeled toys (on-going) To move confidently in a range of ways, safely negotiating space.-play running and chasing games outdoors To handle equipment and tools effectively to make marks or changes to the materials (mark making, manipulating and handling equipment and tools effectively cutting tools, tweezers etc) To be able to draw lines and circles using gross motor movements. To be able to use one-handed tools and equipment, e.g. makes snips in paper with</p>

<p>To be able to express likes and dislikes(food, activities)</p> <p>To be able to use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences eg. describe /explain their experiences</p> <p>To question why things happen and gives explanations. Ask e.g. <i>who, what, when, how.</i></p> <p>To be able to tell who is in the story and what they see happening (link R)</p>	<p>child scissors.</p> <p>To be able to hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Health and self-care</p> <p>To use the toilet and bathroom facilities with increasing independence (remember hygiene)</p> <p>To be able to dress/undress(put their shoes and coats on) independently.</p>
<p>Expressive Arts & Design (Both ELGs)</p> <p>Exploring media and materials</p> <p>To learn new songs- listen and join in with actions, words, sing to the song tune.- songs about ourselves, our bodies, family, friends</p> <p>To play instruments upon instruction, copy rhythm, explore changing sound, begin to create their own music/rhythm.</p> <p>Begin to tap out simple rhythm that they have heard</p> <p>To explore modelling tools- observe effect on modelling materials</p> <p>Learn new songs related to the topic-MYSELF</p> <p>To explore various instruments and listening to the different sounds</p> <p>To explore different foods by looking, touching, tasting or smelling them</p> <p>To use modelled techniques to join materials (box modelling, construction).</p> <p>To develop understanding of safety when handling cooking utensils and when in the school's kitchen. (PD, CLL, M link)</p> <p>To explore range of edible materials using their senses and talk about how these change when mixed, heated etc .</p> <p>Being imaginative</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To be able to build stories around family life</p> <p>To engage in role play related to their family, home and experiences</p> <p>To make observational painting and drawing of themselves, their family , friends</p> <p>To make representational collage of a plate of their favourite food</p>	<p>Personal, Social and Emotional Development (All 3 ELGs)</p> <p>Making relationships</p> <p>To talk about their family-home and food related discussions</p> <p>Self-confidence and self-awareness</p> <p>To resettle into the Green Class (ch-n who re-join after holidays)</p> <p>To settle into nursery -To say goodbye to their parent/carer. participate in the routines with support</p> <p>To settle into the Green Class- learn about classroom environment, where the toys are, toilets, asking for adults for help/or indicating that they need help</p> <p>To express their preferences- make choices of learning activities</p> <p>To select activities and resources with help and independently</p> <p>To observe what is happening in the classroom and then join in with others or play alongside/ being kind/helping</p> <p>Managing feeling and behaviour</p> <p>To begin to accept the needs of others with help</p> <p>To explore selection of stories related to feelings, relationships, behaviour.</p> <p>Circle time –cross curricular focus.</p> <p>Story: Something Else, How do you feel</p>

Understanding the World (All 3 ELGs)

People and communities

To focus on immediate family.

To explore special time for different people- share their experiences of family life and celebrations (Chinese New Year, Valentines, birthdays, family celebrations)

The world

To enjoy playing with small world models

IT

Learning to turn on and use a simple program on PC

Learning to use an education game on the ipad

Learn how to operate bee-bots, torches any other electronic equipment

Kitchen link with EAD

To develop understanding of safety when handling cooking utensils and when in the school's kitchen. (PD link)

To explore range of edible materials using their senses and talk about how these change when mixed, heated etc .

Garden

Visits, Visitors GardenSchool building

Kitchen