

## Areas of Learning:

As Explorers we will find out about ourselves, our families and our friends and where they live. We will investigate parts of the body and their functions.

As Linguists we will listen to stories, rhymes and poems about ourselves; create stories during role play and talk about things we like and dislike, things we can do and want to learn.

As mathematicians we will learn to match, sort, make comparisons and make simple patterns.

As artists we will use a range of material and media to create self-portraits and an autumn display.

In circle time we will play a variety of 'getting to know you' games to learn more about each other and our interests so we can make new friends. We will discuss the importance of mutual respect and understand that we are all different and all unique. We will discuss different emotions and feelings and begin to understand how we can manage them,

## Marvellous Me!

Foundation Stage –Robins and Wrens

Autumn Term 2020



<u>Building Learning Power</u>	<u>Philosophy for Children</u>	<u>Rights Respecting School</u>	<u>Our Well being</u> (Physical, emotional, moral and spiritual)
<p>As life-long learners we will:</p> <ul style="list-style-type: none"> <li>• Explore what helps us learn.</li> <li>• Begin to understand what kind of learners we are.</li> <li>• Introduce the BLP characters and the types of learning 'muscles' (styles) they represent.</li> </ul>	<p>Through talk and play we will;</p> <ul style="list-style-type: none"> <li>• Think of our own ideas and opinions.</li> <li>• Be able to verbalise our ideas to others.</li> </ul>	<p>Through exploring the United Nations Charter we will:</p> <ul style="list-style-type: none"> <li>• Make our own class charter which will be our guide for the way we behave and treat each other for the year ahead.</li> <li>• We will learn about key areas of the UN charter for children.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Explore our new learning environment</li> <li>• During circle time we will work together to get to know each other using games and discussions, taking turns and listening to one another and thinking about behaviour in school.</li> <li>• Begin to discuss our emotions.</li> </ul>

<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <p>To enjoy joining in with dances and circle games.</p> <p>To confidently explore colour and shape through a range of media and materials.</p> <p>To engage in imaginative role play based on first hand experiences. For example; a café, hospital, garage.</p> <p>To build and construct with a purpose in mind using a variety of construction toys and junk modelling materials.</p>	<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p>To explore the Christian festival of Harvest and find out how harvest is celebrated in different countries.</p> <p>To discuss why we say thank you for our food.</p>	<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p>To show an interest with people and events which are familiar to them.</p> <p>To develop an understanding about the growth of ourselves over time and changes through the seasons.</p> <p>To begin to know how to operate computers, CD players and other technological toys.</p>
<p style="text-align: center;"><b><u>Literacy- Reading</u></b></p> <p>To recognise environmental sounds.</p> <p>To show an awareness of rhyme and alliteration and participate in rhythmic activities.</p> <p>To recognise familiar words such as their own name.</p> <p>To begin to hear and recognise initial sounds in words the letter shapes that represent them.</p> <p>To begin to segment and blend sounds.</p>	<p style="text-align: center;"><b><u>Literacy- Writing</u></b></p> <p>To confidently give meanings to marks they make as they draw, write and paint whilst working both independently and with others.</p> <p>To write their own name and begin to use labels and captions.</p> <p>To use clearly identifiable letters in their work to communicate meaning.</p>	<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <p>To focus their attention to subjects of personal interest.</p> <p>To begin to follow one step instructions and directions from an adult.</p> <p>To be able to retell simple past events linking thoughts with increasingly complex sentences.</p> <p>To develop speaking and listening skills when working within small groups and with others.</p>

**Personal, Social and Emotional Development**

To be introduced to school expectations for indoors and outdoors and follow new routines.

To play settling in and getting to know you games as outlined in the 'Jigsaw' programme.

To develop the skills to make new friendships with others.

To show confidence in asking for help from an adult.

**Mathematics**

To group and count objects as a set, counting 1 item at a time with 1:1 correspondence.

To play counting games and use number puzzles.

To show an interest in numerals and shapes in everyday activities and the environment.

To recognise numerals and name shapes.

To match, sort and compare quantities and objects.

To make simple patterns.

**Physical Development**

To begin to move with confidence in a range of ways.

To encourage holding a pencil correctly using a tripod grip a with good control.

To show an understanding of the importance of good health and hygiene and the ways in which we can achieve this, eating, resting, cleanliness and exercise.

