



Dear Parents/ Carers,

Our Home Challenges this term will continue to be linked to the learning that we are doing in school. Home Challenges these will be put onto Tapestry. Please login to your child's Tapestry account to see the challenge that has been set for the term. We would then like you to upload photos of your child's completed challenge onto Tapestry so we can share their home learning with all of the children in the classroom at school. There will be no need to bring completed Home Challenges into school.

Please support your child with these activities. Talk to your child about the things we are doing at school and encourage him/her to bring things in to support our areas of learning.

Library books will be changed every Monday, - please ensure that book bags are in school everyday. (if you do not have a book bag you can order through the St breock school website or we do have some available in the secondhand shop, see reception for these)

Forest school/ outdoor learning will be on a Wednesday or Thursday every week. If you haven't already, can you please ensure that your child has wellies that are left at school.

PE lessons are on a Tuesday and Friday Morning, can PE kits brought in and left in school, a plain t-shirt, shorts/ jogging bottoms and Velcro trainers. Should you need to speak with us, we are available before and after school every day.

Thank you for your support.

The FS1 Team

# Foundation stage 1

## Beacons Nursery

MAKE NEW FRIENDS



## Curriculum Advice Leaflet

### Autumn Term 2022

### 1st Half



Mrs Keightley  
Miss Williams  
And  
Miss Appleby

**ALL  
ABOUT  
ME!**



## Marvelous me!!

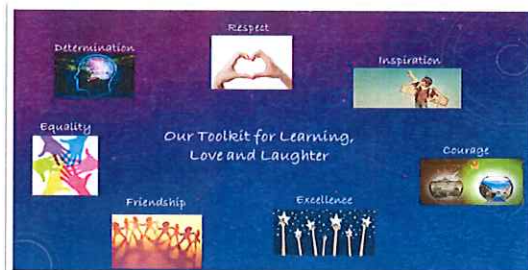
Our overall topic for the first part of the Autumn term will be Marvelous me which will include us learning all about each other and ourselves, encouraging children to think about whom and what is special to them, talking about what makes them marvelous.

During the first half of the Autumn Term we will also be developing the following skills as part of the Early Years Foundation Stage Curriculum.

### Personal, Social & Emotional Development

Jigsaw PSED programme :

- Being Me in My World
- Who...me?
- How am I feeling today?
- Being at School
- Gentle Hands
- Our Rights
- Our Responsibilities



Golden rules, behavioural expectations in the class/boundaries. Set class rules and help to understand why they are important. Exploring the schools environments, indoor/ Outdoor, Wild woods, school hall. Library, lunch time routines, Play grounds and Field.

### Communication & Language

- Settling in activities
- Making friends
- Children talking about experiences that are familiar to them
- Follow instructions and routines (settling in, putting things away)
- Develop vocabulary
- Model routines throughout the day, E.g "Good Morning" .
- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time.

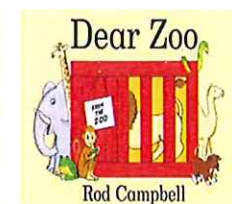
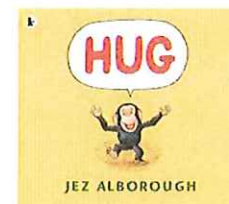
### Physical Development

- Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

### Literacy

Focus text—Hug and Dear Zoo

Phonic's focus—Environmental sounds



- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

### Mathematics

- **Number Songs-** Opportunities for settling in, introducing the areas of provision and getting to know the children.
- **Colours-** Children should be taught to recognise and name colours in a variety of contexts
- **Match-** Provide opportunities for the children to explore and match objects which are the same.
- **Sort-** Children learn that collections can be sorted into sets based on attributes such as colour, size or shape

### Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.

### Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Explore colour and colour mixing.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects .
- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person.