



Dear Parents/ Carers,

Our Home Challenges this term will continue to be linked to the learning that we are doing in school. Home Challenges will be set on tapestry. Please login to your child's Tapestry account to see these and any observations of your child. We use Tapestry as one of the main communication tools for the class with sharing learning and important information so please ensure that you access this regularly.

Library books will be changed every Monday, - please ensure that book bags are in school everyday. We do require every child to have a book bag that is brought in everyday.

Forest school/ outdoor learning will be on a Wednesday or Thursday every week. Wellies are required to stay in 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



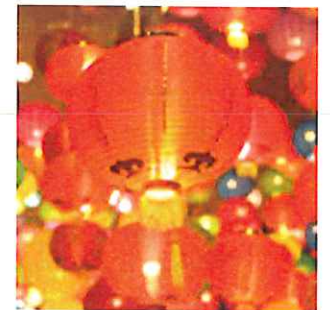
## Curriculum Advice Leaflet

### Spring Term 2024

### 1st Half



Mrs Keightley,  
Miss Williams, Miss Appleby  
and Mrs Moden.



## A world of animals!!

Our overall topic for the first part of our spring term we will be learning all about the world of animals. We will be looking at our oceans and sealife focusing on the importance of recycling to save our oceans! Wild animals from different countries including our own and joining in with the RSPB's big schools bird watch.

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

### Personal, Social & Emotional Development

Jigsaw:

- \* Dreams and Goals
- \* Challenge
- \* Never Giving Up
- \* Setting a Goal
- \* Obstacles and Support
- \* Flight to the Future
- \* Footprint Awards

Talk about feelings using words like happy, sad, angry or worried.

Understand gradually how others might be feeling.

Develop their sense of responsibility and membership of community.

### Communication & Language

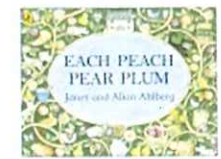
- \* Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- \* Understand 'why' questions.
- \* Use longer sentences of four to six words.
- \* Start conversations with an adult or a friend and continue it for many times.

### Physical Development

- \* **Fine Motor** - Threading, cutting, playdough, weaving, doing zips, buttons and fastenings, art and craft activities. Hold pencil, pens, paint brushes, cutlery and a range of small tools.
- \* **Gross motor**—Use large-muscle movements to wave flags and streamers, paint and make marks, Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- \* Use one-handed tools and equipment, for example, making snips in paper with scissors.
- \* Show a preference for a dominant hand.
- \* Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### Literacy

**Focus text**— Brown Brown Bear  
Each peach pear plum



**Phonic's focus**—Rhythm and Rhyme

Engage in extended conversations about stories, learning new vocabulary.

Develop their phonological awareness, so that they can:

- \* spot and suggest rhymes
- \* count or clap syllables in a word
- \* recognise words with the same initial sound, such as money and mother

### Mathematics

- \* **Understand 3**- 3 being the third number, its position on a number line, ordinal numbers, Using own symbols and marks to represent numbers. Matching numeral to quantity, Subitising number 3
- \* **Understand 4**- 4 being the fourth number, its position on a number line, ordinal numbers, Using own symbols and marks to represent numbers., Matching numeral to quantity, Subitising number 4
- \* **Understand 5**- 5 being the fifth number, its position on a number line, ordinal numbers, Using own symbols and marks to represent numbers. Matching numeral to quantity Subitising number 5

### Understanding of the World

- \* Begin to develop complex stories using small world equipment
- \* Join different materials and explore different textures
- \* Draw with increasing complexity and detail
- \* Using drawing to represent ideas like movement or loud noises  
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- \* Respond to what they have heard, expressing their thoughts and feelings

### Expressive Arts and Design

- \* **Special Times:** Chinese new year
- \* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- \* Continue developing positive attitudes about the differences between people.