

# Autumn term 2018-19 – Foundation Stage: All About Me / Nursery Rhymes/ Festive celebrations.

## Creative Development



### Music

- To sing simple songs from memory.
- To recognise and explore how different sounds can be changed.
- To begin to use musical instruments.
- To recognise and express feelings to music.
- To recognise repeated sounds and sound patterns and match movement to music.

### Imaginative Play

- To engage in representational play.
- To play co-operatively as part of a group.
- To use imagination in role play and stories.

### Exploring Media and Materials

- To explore colour, texture, shape, form and space in two or three dimensions.
- To capture experiences using a variety of different media and respond in a variety of ways to what he/she sees/hears/touches/smells and feels.

## Knowledge and Understanding

### Farms / Seaside

#### Sense of Time

- To find out about past and present events in their own life, in those of family members and other people they meet.
- To look closely at change.

#### Sense of Place

- To show curiosity and interest by exploring surroundings.
- To ask questions about why things happen and how things work.

### Exploration and Investigation

- To identify obvious similarities and differences.
- To begin to look at patterns and change.
- To investigate objects, places, materials and living things by using all the senses as appropriate.

### ICT

- To find out about the uses of everyday technology.
- To use ICT and programmable toys to support learning.



### Designing and Making Skills

- To observe, select and manipulate objects and materials.
- To construct in a purposeful way using simple tools and techniques.
- To build and construct with a wide range of objects – selecting appropriate resources, tools and techniques and adapting his/her work where necessary.

### Cultures and Beliefs

- To know about their own culture and beliefs and those of other people.

## Personal, Social and Emotional Personal Development

- To show an interest in classroom activities and begin to display high levels of involvement.
- To select and use activities and resources independently.
- To maintain attention and concentration.
- To dress and undress independently and manage own personal hygiene.



### Social Development

- To build and form good relationships with adults and peers.
- To work as part of a group or class taking turns and sharing fairly.
- To begin to understand and follow the rules of the classroom.

### Emotional Development

- To express their needs and feelings in appropriate ways.
- To begin to understand what is right/wrong and the consequences of their actions.
- To begin to become aware of other people's needs and feelings.

## Physical Development

- To move with control, co-ordination and confidence in a variety of ways showing awareness of space.
- To travel around, under, over and through balancing and climbing equipment.
- To demonstrate fine motor control and co-ordination.
- To handle tools, construction and malleable materials safely and with basic control.
- To recognise the importance of keeping healthy and exercising.



## Mathematical Development Numbers

- To say some number names in familiar contexts such as nursery rhymes.
- To recognise, order and write numbers up to 20.
- To respond to the vocabulary involved in addition and subtraction in rhymes and games.
- To use developing mathematical ideas and methods to solve practical problems.
- To say the number names in order and reliably up to 20.

### Calculating

- To recognise differences in quantity when comparing sets of objects, find one more and one less from a group of up to 10 objects.
- In practical activities and discussion, to begin to use the vocabulary of addition and subtraction relating addition to combining two groups and subtraction to taking away.
- To use developing mathematical ideas and methods to solve practical problems.

### Shape, Space and Measures

- To experiment with a range of objects and materials showing some mathematical awareness.
- To describe shapes in simple models, pictures and patterns, sort or match objects and recognise and create simple patterns.
- To use language to describe position, size, shape and quantity.

## Language for Communication Language for Communication and Thinking

- To listen and respond, speaking clearly with confidence and control showing awareness of the listener.
- To talk activities through, reflecting and modifying actions, using talk to organise, sequence and clarify thinking and ideas.
- To use language to imagine and recreate roles and experiences.

### Linking Sounds and Letters

- To join in with rhyming and rhythmic activities and develop an awareness of rhyme and alliteration.
- To link sounds to letters, naming letters of the alphabet.
- To hear and say initial, medial and final sounds in words.
- To use phonics knowledge to read and write simple and then more complex words.

### Reading

- To develop an interest in books and understand that print is read from left to right.
- To begin to understand elements of stories – character, sequence, events and openings.
- To recognise a few familiar words.
- To read a range of familiar and common words independently.
- To retell narratives in the correct order.
- To show an understanding of how non-fiction texts can be used to find information.
- To read books of their own choice with some fluency.



### Writing

- To experiment with mark making.
- To hold a pencil correctly and begin to form letters (cursive) accurately.
- To use some clearly identifiable letters to communicate meaning.
- To attempt writing for a variety of purposes.
- To use phonics knowledge to write simple regular words.
- To begin to write simple sentences, sometimes using punctuation.

