

	Autumn (1) 2019
<b>Role Play</b>	The children will have access to the playhouse in the outside area, in addition to a "rolling" role play corner which changes to reflect the topic. During the initial stage of the children's learning in Foundation, the role play scenarios will reflect familiar environments such as along the theme of "at home" and linked to our topic of "Ourselves and Families".
<b>Communication, Speaking and Literacy</b>	The children will begin their learning journeys in this area in a number of ways, included but not limited to: <ul style="list-style-type: none"> <li>• Learning how to write their names.</li> <li>• Identifying the initial sounds in words.</li> <li>• Making meaningful marks using various media and materials.</li> <li>• Begin to understand how we read; e.g. from left to right.</li> <li>• Listening to stories.</li> <li>• Retelling stories verbally and sequencing narratives.</li> <li>• Shared talk during PSHE.</li> <li>• Sharing books at home and beginning to keep a reading diary with the support of parents.</li> </ul>
<b>Phonics</b>	The children's early phonics learning will reflect the <i>Letters &amp; Sounds</i> programme of study, beginning with phase 2. EYFS learners will begin learning the following sounds: <p style="text-align: center;">s, p, i, n, m, d, g, o, c, k, ck, e, u</p> <p>The children will also begin to learn some key words and examine basic features of written materials using fiction and non-fiction.</p>
<b>Numeracy</b>	EYFS learners will begin their learning in this area based on the following overview: <ul style="list-style-type: none"> <li>• Learning counting and number songs.</li> <li>• Counting, recognising and writing each number to ten.</li> <li>• Accurate 1:1 counting.</li> <li>• Beginning to estimate quantities based on arrays.</li> <li>• Ordering numbers and objects.</li> <li>• Sorting and matching-type activities.</li> </ul>
<b>Understanding the World</b>	The children will engage in different topic areas, including: <ul style="list-style-type: none"> <li>• Ourselves and others: Talking about people and events that hold personal significance.</li> <li>• Autumn: Finding out about seasonal change in our environment.</li> <li>• School Life: Learning routines and processes that exist at school.</li> <li>• Traditions – Christmas.</li> <li>• RE: Biblical Stories.</li> <li>• Where we live: Exploring the local environment and comparing it to other countries.</li> </ul>
<b>Physical Development</b>	The children's learning will involve: <ul style="list-style-type: none"> <li>• Controlling our bodies: Making large and small movements, using equipment and apparatus that varies in size and going to the toilet at school.</li> <li>• Development of fine motor skills through different activities in and around the classroom, such as the "Funky Finger" table.</li> <li>• Holding a pencil and working at the table.</li> <li>• Negotiating space and improving coordination.</li> <li>• Healthy lifestyles and the effect of exercise on our bodies.</li> </ul>

<b>Personal, Social and Emotional Development</b>	The children will have opportunities to develop their confidence when talking to others during teacher and child-led opportunities for discussion. This will include time for: <ul style="list-style-type: none"><li>• PSHE and "Circle Time"</li><li>• "Show and Tell"</li><li>• Learning about rules and behaviour choices.</li><li>• Finding out about the importance of taking turns and sharing.</li><li>• Work based on "Ourselves and Our Families".</li><li>• Thinking about people that help us.</li><li>• Time for Talk.</li></ul>
<b>Expressive Arts and Design</b>	The children will engage in this area of the curriculum by way of the following: <ul style="list-style-type: none"><li>• Experimenting with different instruments</li><li>• Dance</li><li>• Creating art using different media, e.g. paints, crayons and pastels etc.</li><li>• "Autumn Art" using natural materials.</li><li>• Learning to draw/paints ourselves and others.</li><li>• Learning to mix colours and creating "colour wheels".</li><li>• "Junk Modelling"</li></ul>