



It's good to be me!

Autumn



Why This? Why Now?

Children enter FS1 from a range of different settings and arrive with a range of different experiences. Some of our children have attended private day care settings or have transferred from our two-year-old provision. For others, FS1 will be their first experience of being away from parents, carers and grandparents. Our first term is spent settling the children in and welcoming new starters as they turn three. We provide lots of opportunities for adult/child interaction to allow us to get to know the children and assess their entry levels. The children are given a wide range of experiences and opportunities to develop their personal, social and emotional skills. Independence is encouraged, scaffolded and developed allowing children to become more confident independent early learners. Children will listen to stories and sing rhymes and songs daily to develop and enhance a love of books and reading. Our topic this term is 'It's good to be me!' It is aimed to support our understanding of the children and to allow them to make attachments and friendships with their peers and the adults in the setting. It is a celebration of their uniqueness, diversity and individual life story. It will develop their understanding of the differences and similarities they share with others in an age-appropriate curriculum which is accessible and grows with them.

Area of learning & development: Communication and language

OVERVIEW

Develop a wide range of vocabulary.
 Start a conversation with an adult or a friend.
 Talk about what they are doing.
 Listen when others are talking.
 Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."
 Sing a large repertoire of songs.
 Sing a range of rhymes.
 Be able to talk about favourite songs, rhymes and books.

Blast - all children take part in a six-week communication and Language programme
 Derbyshire - all children are assessed to determine their understanding and their word level development
 Weekly Circle Time discussions linked to curriculum topics
 Role play activities with adults to model and introduce new vocabulary
 Use puppets and props to encourage listening and responding
 Give time for children to think about what they want to say
 Use photographs for discussions
 Children to talk to adults about what they are doing e.g., painting, drawing, or building
 Revisit texts to enable children to remember stories
 Provide texts in areas to promote looking at books and correct handling of books independently

Area of learning & development: Personal, social and emotional development	OVERVIEW
<p>Show an interest in play. Play with one or more other children. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Begins to accept the needs of others, take turns and share resources. Express feelings such as happy, cross, worried or sad. Respond to praise. Select and use resources. Follow rules and boundaries. Develop their sense of responsibility. To become increasingly independent in meeting their own care needs.</p>	<p>Transition to FS1 Develop understanding of routines and boundaries through 'Circle Time' activities and play Staff model playing with children in areas encouraging children's friendships, getting to know one another and taking turns Listen to a range of music to capture different moods Celebrate success and achievements during session to develop confidence e.g., stickers, stars, certificates Play turn taking games Try different foods during snack time e.g., rice, soup Circle Time – ongoing throughout the term – planned organically to support topic and to meet the needs of the children in terms of gaps in development and knowledge, specific incidents, anxieties etc Designated talk time in Key People groups</p>
Area of learning & development: Physical Development	OVERVIEW
<p>Manage personal hygiene. Moving safely around setting. Begin to be independent as they get dressed and undressed. Develop fine motor skills. Model the use of one-handed tools. Go up steps and stairs using alternate feet. Move freely and then hold a pose or balance. Use large-muscle movements to wave flags and streamers, paint and mark make.</p>	<p>Use toilet independently and support children who are not toilet trained Dressing activities for independence: coats, hats, socks, shoes Dough disco to develop fine and gross motor movements Sticky Kids & Squiggle while you wiggle – providing opportunities to develop coordination and movement Opportunities to develop fine motor skills e.g., threading, building Begin to use scissors for cutting – model and support correct grip Ring games and outdoor movement games e.g., Bean game, musical statues, follow the leader Use of outdoor area for exploration and movement e.g., balancing, climbing Fundamental movements: running, jumping, skipping, hopping, throwing catching</p>

Area of learning & development: Literacy	OVERVIEW
<p>Model how to handle books correctly. Name different parts of a book. Listen and join in with stories, songs and rhymes. Understand that print has meaning. Learn that we read from left to right and from top to bottom.</p>	<p>Activities to support reading books and choosing books to take home Exposure to lots of different texts and books in the setting Talk time - Encourage conversation in play, provide opportunities for adult/child interaction during free flow play and adult led activities New vocabulary linked to themes and topics as part of ongoing provision Phase 1 Letters and sounds: Sound discrimination: environmental sounds, instrumental sounds, body percussion Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.</p>
Area of learning & development: Mathematics	OVERVIEW
<p>Recite numbers to 5 Touch count each item in order: 1,2,3. Show 'finger numbers' up to 3 Talk about and explore 2D shapes (for example, circles, rectangles, triangles, and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Compare objects and people. Explore simple patterns.</p>	<p>Sing counting songs Read number stories Sorting activities linked to counting and colour e.g., compare bears, Building in construction areas to explore shapes, size and colour Circle Time activities and photographs to compare people Activities in groups to compare children in FS1 e.g., eye colour, hair colour, height Where are we activity linked to position e.g., on top, under, Design stripy pyjamas</p>
Area of learning & development: Understanding the world	OVERVIEW
<p>Develop an understanding of their physical appearance and talk about different appearances. Share stories about family life and their experiences. Talk about photos and memories. Raise awareness of diversity through special days and events. Use the environment to help us learn about Autumn. Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Use equipment, e.g., magnifying glasses to explore.</p>	<p>Circle Time activities to get to know each other and to talk about family Seesaw activities asking for families to share information with school about themselves Create an image of themselves revisiting the activity termly to ascertain progress made. Take part in Odd Socks Day - celebrating uniqueness Circle time activities to show how to care for our pets Special Times- Discuss and celebrate special events in different family's lives e.g., birthdays, Easter</p>

<p>Think about what might happen next... e.g., if the sun comes out Introduce and model new vocabulary to discuss findings and ideas.</p>	<p>Bedtime routines day - Children enjoy a themed session in FS1 - favourite stories, songs and board games shared Harvest - Whole school event - topical discussion point Family Holidays- postcards sent home to post back to school sharing family holiday experiences providing discussion opportunities and exposing children to the idea of different types of holidays at home and aboard Christmas - Lots of Christmas based activities, making cards, calendars, tree decorations Learning about our outdoor environment in the Autumn – exploring the natural world through outdoor play and exploration</p>
<p>Area of learning & development: Expressive arts and design</p>	<p>OVERVIEW</p>
<p>Show interest in instruments and the sounds they make. Begin to understand rhythm. Join in and sing songs. Sing songs to self. Explore colour through artist Mondrian. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Builds in construction areas with a purpose</p>	<p>Singing songs and rhymes daily Children explore body percussion and instruments sounds Learn Christmas songs and take part in FS1 Christmas sing-a -long Join in movement songs e.g., dem bones, pirate song Explore the work of Mondrian to explore closed shapes and colour Sorting and colour activities A range of activities to support construction and building of loose parts</p>

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>Can we follow nursery routines? Who helps me at school? What can I do for myself? Do we all look alike? Who am I? What am I doing, making or drawing? What is your favourite song or story? Who or what do you like to play with in Nursery?</p>	<p>Exploring and settling in a new environment Leaving our parents and carers Making new friends Performing for our parents</p>	<p>Going on a leaf Hunt Can't you sleep little bear Owl Babies The night before Christmas A range of Nursery Rhymes</p>



Supporting Your Child at Home	Vocabulary	
<p>Seesaw Activities - A variety of activities linked to our topics Letters and Sounds resources Blast- Reference Sheets sent home for discussion Marvellous Me</p> <p>Story: Can't you sleep, little bear https://www.youtube.com/watch?v=u1aJimzuzbg</p> <p>Numberblocks: number 3 https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three?seriesId=b08bzg8q</p> <p>Autumn with Hey Duggee https://www.bbc.co.uk/iplayer/episode/b0528mzg/hey-duggee-series-1-24-the-acorn-badge</p>	appearance different harvest favourite routines independent	environment BLAST Derbyshire number pattern