



Foundation Stage 1 Autumn Term Newsletter 2020



Staff

- * Mrs Bell (Teacher)
- * Mrs Houchen (T.A)
- * Mrs Cox (Teacher)

The four principles of EYFS are:

1. Every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and or/carers.
4. Children embrace **learning and development** in different ways and at different rates. The framework covers the education and care of all children in the 'Early Years' including children with special educational needs and disabilities.

The BIG Questions this term:

Why am I precious?

Possible lines of enquiry led by children's interests:

- Caring for themselves and others
- Making new friends
- Emotions and feelings
- Individual strengths including what makes them special and unique
- The role of family and carers
- Our senses and how we use them to explore
- Similarities and differences



How many colours are in the autumn rainbow?

Possible lines of enquiry led by children's interests:

- Look at the ways plants and animals adapt to the changing seasons
- Fruits and seeds that plants produce in Autumn and how they are harvested
- Hibernation and preparation for winter
- Investigating Autumn colours



Come and See

Our areas of study during the Autumn Term are:

Domestic Church - Family

Myself: God knows and loves each one of us.

Judaism

The children will study various aspects of Judaism.

Baptism and Confirmation – Belonging

Welcome: Baptism, a welcome to God's Family.

Advent/Christmas – Loving

Birthday: Looking forward to Jesus' Birthday.

Communication, Language & Literacy

- Use mirrors and iPads to see and describe their own face, features and skin tone.
- Talk about their nursery friends and why they like them.
- Pass around 'Autumn Treasures' and talk about how they feel, smell and sound.
- Listen to simple stories and understand what is happening.
- Begin to make more meaningful and controlled marks, drawing figures, lines and circles, developing an effective pencil grip.
- Talk about a familiar story without prompts.
- Respond to simple instructions.
- Begin to understand 'how' and 'why' questions.
- Repeat words and phrases from familiar stories.
- Make marks on their picture to stand for their name, moving onto writing some or all of their name.
- Develop a wider vocabulary based on autumn interests

Mathematics

- Talk about their birthday on the birthday balloons
- Talk about daily routines and order
- Sorting and tidying up
- Sing a range of counting songs
- Sort and make sets of Autumn treasures
- Practise counting sets of objects accurately
- Use positional language to describe what they can see, e.g. next to, on top of, behind, in front of
- Sing the days of the week song
- Matching name labels to milks at the snack table
- Playing with and recognising numbers 1-5, 1-10
- Show 'finger numbers' up to 5/10
- Extend and create ABAB patterns – stick, leaf, stick, leaf



Understanding the World

This area of learning is one of the four specific areas of learning in the EYFS framework. It involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment through our big questions. Possible lines of enquiry:

- Take a walk to look at autumn changes.
- Use their senses to investigate food, objects and smells.
- Use the iPad to take a selfie of themselves.
- Exploring autumn treasures.
- Investigate floating and sinking and play with leaves and conkers in the water.
- Explore reflections in puddles on a rainy day.
- Natural Art using twigs, leaves and conkers.
- Making playdough and using the kitchen area.



Physical Development

Physical development includes both growth and the ability to use muscles and body parts for particular skills. This area of learning involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



For example:

- Use large-muscle movements to wave streamers, paint and make marks.
- Play outdoors and take part in physical challenges.
- Making dens and shelters.
- Play in the wind and talk about their experience.
- Joining in with singing and movement activities.
- Be increasingly independent as they get dressed e.g. putting coats on and doing up zips.

Expressive Arts & Design

Children notice everything and closely observe the most ordinary things that adults often take for granted. Building on children's interests can allow them to create amazing inventions and mark making on paper that represents for them, an experience or something they have seen. Expressive arts and design therefore allows children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

For example:



- Look closely at their faces and draw and paint self portraits
- Use ICT to create photographs
- Use pipe cleaners and twigs to make leaf bracelets and leaf wands
- Look closely at fruit and vegetables
- Singing and learning actions to nursery rhymes
- Use autumn finds to make hedgehogs
- Roll conkers in autumn colours
- Explore colour mixing with autumn colours

Reminders

Please ensure that **all** of your child's items are labelled, especially as the weather grows colder and children also start bringing hats, gloves and scarves to school.

Please encourage your child to check their box each day for messages and other items.

Tapestry Online Learning Journey

Each child's account has been set-up and the first set of observations have been published. Please contact Mrs Bell if you are having any issues.

Dropping off & picking up

Please observe social distancing with other parents and staff at the door. Please try to arrive as near to your child's time as possible to avoid over-crowding with parents picking up children from other year groups/bubbles.

Nursery times:

Morning Nursery: 8.20 am – 11.20 am

Afternoon Nursery: 12.20 pm – 3.20 pm



Please check our website regularly for updates, letters and school information

www.stedwards.npcat.org.uk

- Please also check our weekly 'FS1 Nursery Updates' for upcoming dates and information via your child's Tapestry account.
- Our school Twitter page is: [@SaintEdwardsRC](https://twitter.com/SaintEdwardsRC)

'Together we love, laugh, play and learn.'