



Foundation Stage 2

Autumn Term

Newsletter 2020

Staff

- * Mrs McGuinness
- * Miss Lees
- * Mrs Butterworth
- * Mrs Tranter
- * Mrs Brady

'Together we love, laugh, play and learn'

The BIG Questions this term:

Why am I precious?

Possible lines of enquiry led by children's interests:

- Caring for themselves and others
- Emotions and feelings
- Individual strengths including what makes them special and unique
- The role of family and carers
- Our senses and how to explore them.



Why do leaves go crispy?

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 (R.E)

Our areas of study during the Autumn Term are:

Domestic Church - Family

Myself: God knows and loves us all.

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

- Remember and describe initial experiences in sequence
- Use mirrors to see and describe their own face, features and skin tone
- Talk about a favourite friend and why you like them
- Draw their family and learn key vocabulary
- Learn to write their name
- Pass around 'Autumn Treasures' and talk about how they feel, smell and sound
- Re-tell stories in a variety of ways
- Label different woodland creatures
- Make labels and captions for Autumn treasures
- Think of words to describe shiny things like sparkle, twinkle, shine, smooth, polished, varnished, glassy
- Talk about the route taken on a reflection walk and make a group map
- Make lists of things that make reflections
- Recognising phonemes and their sounds.
- Recording phonemes correctly in their writing.
- Follow instructions carefully.

Physical Development

Physical development 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:

- Visit a local woodland
- Play outdoors and take part in sporting challenges
- Making dens and shelters
- Playing with rakes, wheelbarrows and sacks to collect leaves
- Play in the wind and talk about their experience
- Use large 3D shapes to create symmetrical patterns on the playground

Mathematics

- Compare the size of hands and feet with others and use mathematical language to describe and order
- Use a height chart to compare different heights and order from shortest to tallest
- Show their birthday date on a calendar
- Talk about daily routines and order
- Sing a range of counting songs
- Sort and makes sets of Autumn treasures
- Investigate and practise weighing and estimating skills using natural objects
- Practise counting sets of objects accurately
- Make symmetrical patterns using blobs of paint
- 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
- Make number lines to 20
- Use Numicon to label sets
- Recognise and record numbers to 20.

Expressive Arts & Design

Expressive arts and design involves supporting 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 pictures
- Make hearts of different sizes and colours to create a love line.
- Look closely at fruit and veg and draw them
- Make mini scarecrows
- Make shiny mobiles
- Create a mirror dance with a partner

Understanding the World

Understanding of the world 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. For example:

- Take a walk to look at where we live
- Use their senses to investigate
- Use the camera to take portraits of each other
- Exploring Autumn treasures
- Investigate floating and sinking and play with leaves in the water
- Study their own reflections
- Explore shiny, sparkly objects
- Explore reflections in puddles on a rainy day.
- Explore technology the various uses of it.

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



www.stedward.npcat.org.uk



@StEdwardsRC

Once the children are settled into their classes, there will also be a weekly newsletter uploaded onto Tapestry with an update of the children's weekly activities.

Reminders

Please send your child with a water bottle to use in class, clearly marked with their name. (**Water only please.**) Due to the current circumstances in school surrounding the government guidelines, we are unable to keep the children's water bottles in school and clean and fill them each day, therefore they will be sent home each day.

Please continue to follow social distancing rules when dropping off and collecting your child. There are one way systems in place that need to be followed at all times.