

Beaufort Primary School

Early Years Foundation Stage - Autumn 1 2017-18

Our big question

What do you want to be when you grow up?

Our big aim is:
To be able to **ask for help** and to **help others**.

People who help us



teacher



doctor



caretaker



lunchtime supervisor



vet



nurse



police officer



lollipop person



traffic warden



builder



paramedic



fire fighter



Beaufort Primary School

Early Years Foundation Stage

Nursery – What do you want to be when you grow up?

2017-18 Autumn 1



Personal, Social and Emotional Development

- Interested in others' play and starting to join in.
- Separates from main carer with support,
- Expresses own preferences and interests
- Seeks comfort from familiar adults when needed.
- Can select and use activities and resources with help.

Communication and Language

- Shows interest in playing with sounds, songs and rhymes.
- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Uses gestures, sometimes with limited talk.
- Developing understanding of simple concepts (e.g. big/little).
- Uses gestures sometimes with limited talk.

Physical Development

- Runs safely on whole foot.
- Imitates drawing simple shapes such as circles and lines.
- Turns pages in a book, sometimes several at once.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.

Literacy

- Have some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Distinguishes between the different marks they make

Mathematics

- Begins to make comparisons between numbers..
- Uses some language of quantities eg 'more' and 'a lot'.
- Notices simple shapes and patterns in pictures.
- Anticipates specific time-based events eg routine.

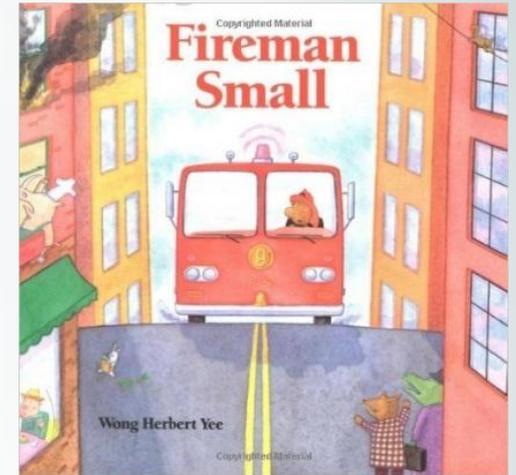
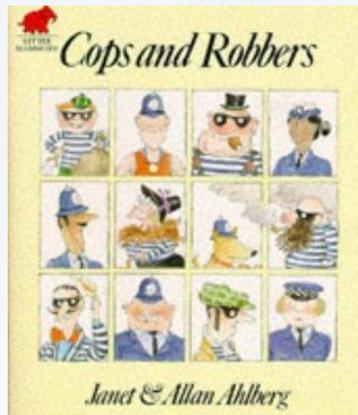
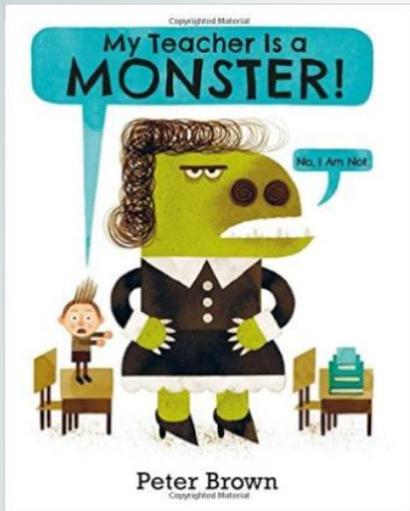
Understanding the World

- Has a sense of own immediate family and relations.
- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Seeks to acquire basic skills in turning on and operating some ICT equipment.

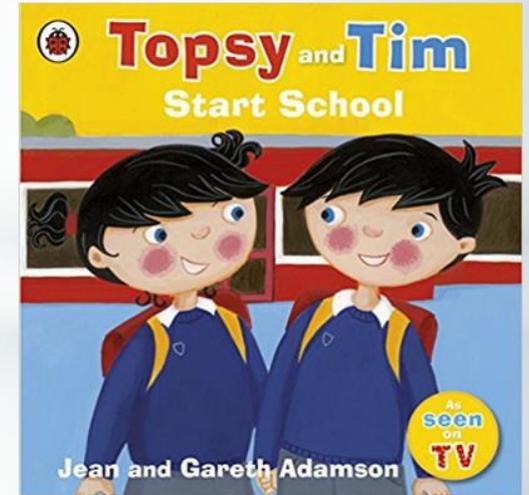
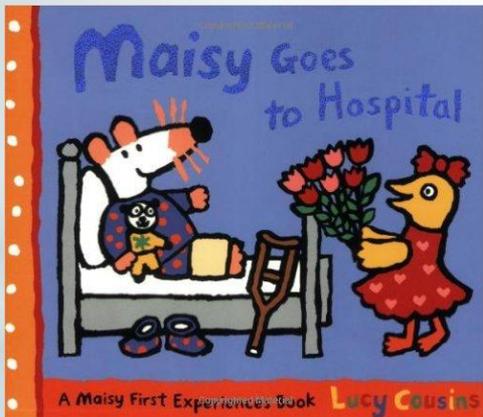
Expressive Arts and Design

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Experiments with blocks, colours and marks.
- Beginning to make-believe by pretending.
- Uses available props to support role play.





These are the books we are learning about within our topic of People Who Help Us.



These are the songs we are learning for our topic of People who Help Us!
We will be thinking about how to help each other and how to be a good friend.

Being Helpful Song

(Sing to the tune of 'Frère Jacques'/'Are You Sleeping?')

Being helpful, being helpful,
Is good fun, is good fun.
Let us all say 'thank you',
Let us all say 'thank you',
To someone, to someone.



Five Little Firemen

Five little firemen standing in a row,
1 2 3 4 5 lets go.

Jump on the engine with a SHOUT,
As quick as a wink the fire is out.

Four little firemen standing in a row,
1 2 3 4 woosh lets go.

Jump on the engine with a SHOUT
As quick as a wink the fire is out.

Three little firemen standing in a row,
1 2 3 woosh woosh lets go.

Jump on the engine with a SHOUT
As quick as a wink the fire is out.

Two little firemen standing in a row,
1 2 woosh woosh woosh lets go.

Jump on the engine with a SHOUT
As quick as a wink the fire is out.

One little fireman standing in a row,
1 woosh woosh woosh woosh lets go.

Jump on the engine with a SHOUT
As quick as a wink the fire is out.



Snuggle down with a book.
Children who have a bedtime story succeed in school.

Go for a walk or to a park and collect leaves, acorns and conkers to count.

Talk, talk, talk - every word matters.

How can I help my child at home?

Look at photos together and talk about special events.

Enjoy drawing a picture together, eg draw your family.

Special events this half term

To be announced

Dates and letters will be sent out nearer the time.

Beaufort Community Primary School

Early Years Foundation Stage

Early Years is an essential time in preparing children for school, getting them ready for more formal learning.

Within the Foundation setting (Nursery and Reception) it is recognised that there are three **Prime Areas** of learning which need to be achieved before other learning can be accelerated:

- CL - Communication and language (speaking, listening and understanding).
- PD - Physical development (moving and co-ordination, health and self-care).
- PSED - Personal, social and emotional development (self confidence, managing feelings and behaviour, making relationships).

Other areas of learning include:

- R - Reading.
- W - Writing.
- M - Mathematics (numbers, shape, space and measures).
- UW - Understanding the world (people and communities, the world, technology).
- EAD - Expressive arts and design (exploring materials, being imaginative).

Any, or all, of these aspects of learning can take place within a given task, but to ensure a **broad and balanced curriculum** we have set out topics which guarantee children make good progress in their learning. Topic areas are differentiated between Nursery and Reception, ensuring progression within learning.

All learning takes into consideration the needs of the **individual child**, allowing them to become independent learners with the capacity for critical thinking, recognising these factors are essential to meaningful learning for the young child. The **Learning Goal** effectively defines what children are working towards and are expected to achieve by the end of the Reception school year.