

# Beaufort Community Primary School

Early Years Foundation Stage Autumn 2015-16

Our topic is:  
Marvellous Me



Our big question  
How can I be a good  
friend?



Our big aim is:  
To learn our  
nursery routine  
and to be kind  
to our new  
friends.





# Beaufort Community Primary School

Early Years Foundation Stage

## Nursery – Marvellous Me

Autumn Topic 2016-17



### Personal, Social and Emotional Development

- Interested in others' play and starting to join in.
- Separates from main carer with support and encouragement from a familiar adult.
- 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 play 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, e.g. reaches toward toy, saying 'I have it'
- Developing understanding of simple concepts (e.g. big/little).

### 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

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Distinguishes between the different marks they make.

### Mathematics

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
- Recites some number names in sequence.
- Notices simple shapes and patterns in pictures.
- Anticipates specific time-based events such as mealtimes or home time.

### Understanding the World

- Shows interest in the lives of people who are familiar to them.
- 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.



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.

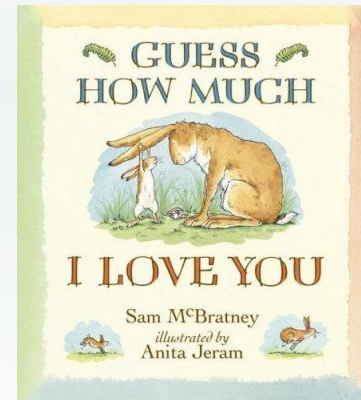
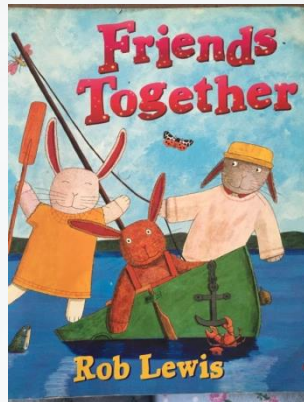
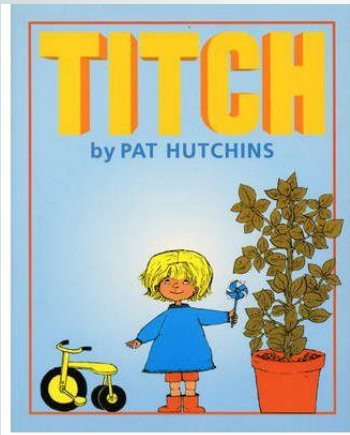
Enjoy drawing a picture together, eg draw your family.

**Special events this half term**

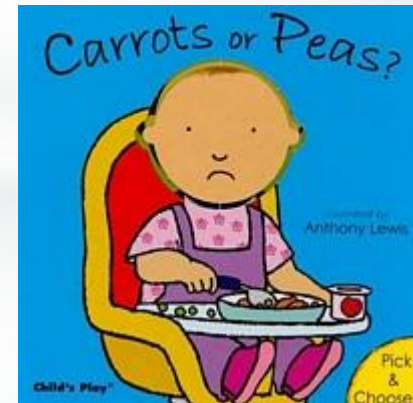
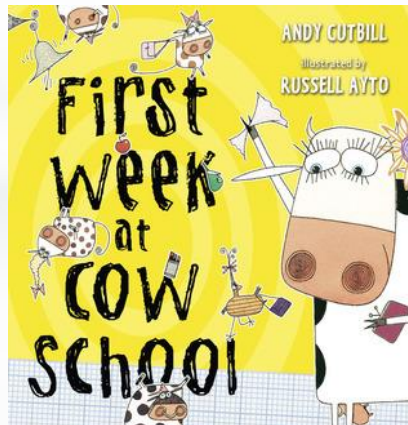
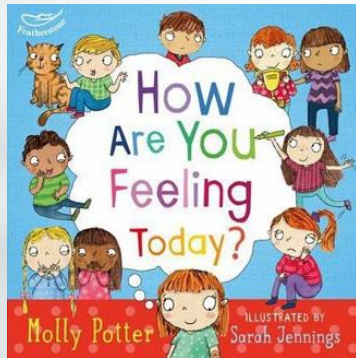
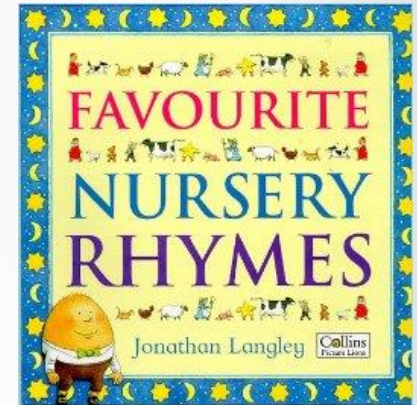
To be announced

**Dates and letters will be sent out nearer the time.**





These are the books we are learning about within our topic of **Marvellous Me.**



# 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.