Barleyhurst Park Primary School

Intent

**Classes**: Foundation Stage Autumn 1

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| **AREA OF LEARNING:**  **Communication and Language** | **Intent:** |
| **Vocabulary**: Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. | **Listening skills:** Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. |
| **Vocabulary**: Carpet, sitting, listening, joining in, hand up, group. | **Attention skills:** Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. |
| **Vocabulary:** Carpet, sitting, listening, joining in, hand up, story time, book, reading, | **Responding skills:** Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. ‘smart sitting on the carpet’. |
| **Vocabulary:** Instruction, telling, listen, follow, why, question, explain, because. | **Understanding skills:** Children following simple 1 step instructions. Children understanding appropriate ‘why’ questions |
| **Vocabulary:** Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. | **Speaking skills:** Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. |
| **AREA OF LEARNING:**  **Physical Development** | **Intent:** |
| **Vocabulary:** Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. | **Gross motor skills:** Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. |
| **Vocabulary:** Pencils, tools, equipment, safely, hand, scissors, snips. | **Fine motor skills:** Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. |
| **AREA OF LEARNING:**  **Personal, Social and Emotional Development** | **Intent:** |
| **Vocabulary:** Feelings, emotions, happy, sad, angry, good, bad. | **Self-regulation:** Children talk about their feelings to trusted adults or special friends. |
| **Vocabulary:** Upset, sad, feeling, emotion, rules, safety | **Managing self:** Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them. |
| **Vocabulary:** Like, dislike, rules, listening, safe, behaviour. | **Self-awareness, keeping healthy:** Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders |
| **Vocabulary:** Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening. | **Independence skills:** Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most od the time at school. They know it is okay to ask for help and will do so. |
| **Vocabulary:** Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world | **Building relationships:** Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children. |
| **Vocabulary:** Teacher, peer, friends, class, nicely, turn taking, having a go | **Communication skills:** Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance. Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication |
| **AREA OF LEARNING:**  **Literacy** | **Intent:** |
| **Vocabulary:** Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end. | **Reading comprehension:** Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. |
| **Vocabulary:** Hearing, listening, sound, phoneme, three sounds, two sounds, sound talk, blend, sound buttons | **Word reading:** Children can discriminate sounds such as instruments and cars. Children are beginning to be able to orally blend and segment. Children can hear initial sounds. |
| **Vocabulary:** Grapheme, phoneme, blend, sound, say, segment | **Development of Phonics:** be able to orally blend and segment simple words. Recognises all taught phonemes, can hear initial sounds in words, starting to blend phonemes in CV and CVC words |
| **Vocabulary:** Listen, speak, speaking, writing, mean, explain, what. | **Development of writing:** Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Strating to segment phonemes for writing CV and CVC words using phoneme frames. |
| **Vocabulary:** Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations | **Development of spelling:** Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or writing to write it from memory. |
| **Vocabulary:** Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. | **Development of handwriting:** Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. |
| **AREA OF LEARNING:**  **Mathematics** | **Intent:** |
| **Vocabulary:** Number names, count, without counting, how many, number formation, number rhymes | **Number and Numerical patterns:** Count objects, actions, and sounds. Introduction of Subitising. Start to form some numbers correctly within 10.  **Shape, Space and Measures**: Use shape in play: Select, rotate, and manipulate shapes to develop spatial reasoning skills. |
| **AREA OF LEARNING:**  **Expressive Arts and Design** | **Intent:** |
| **Vocabulary:**   * Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move * Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain * Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. * Paint, painting, colour, choice, splatter, flick, * Print, paint, choice, hands, feet, fingers, smudge, clear print. * Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. * Transient art, loose parts, moveable, creation, colour, shape, patterns. * Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. * Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. | **Music:** Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.  **Mark making and Drawing:** Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.  **Use of colour:**  Know the names of many colours and uses these in their work.  **Use of paint:** Exploring the painting area within the setting, using the area independently or with support  **Printing:**  Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.  **Textiles and Materials:** Children exploring the available materials within their new setting.  **Modelling and 3D work:** Children being shown the loose parts in the class and being shown how they can be used.  **Cutting skills:** Children being shown how to scissors to make snips safely.  **Imagination and Role-Play:** Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting**.** |
| **AREA OF LEARNING:**  **Understanding of the World**  **Vocabulary:**   * Information, books, videos, search, internet * Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends * Special, teddy, photo, people, toy. * Maps, mapping, environment, features, classroom map, local area map, signs, logos. * Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow | Children know that you can find out information from different sources  **Past and Present:** Children talk about members of their family and the relationship to them e.g. Mum, Dad  **People, Cultures and Communities:** Children respect special things in their own lives. Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Naming body parts and how to keep ourselves healthy.  **Natural World:** Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Children can draw a simple map and listen to stories with maps. Children recognise some common signs. |