

PSED

- Name games -
A) Sit in circle and introduce themselves by telling everyone what their name is and how old they are.
C) Carpet times use 'Sid' puppet and sing '(child's name) where are you, where are you song'.
B) Later in week - circle - roll ball to someone who you know the name of. If you don't know their name roll and asks them. My name is.... What is yours?
- Turn-taking games - play listening games such as who stole dogs bone? Who put the cookie in the cookie jar etc
- Encourage children to select resources in the classroom and use them appropriately.
- Discuss making people feel happy and welcome in our classroom. What can we do to make people feel welcome in our class? Take chn to see and discuss School Welcome Promise in entrance. Explain symbol of hands around the promise. Chn to draw around their own hand, colour and add to Promise display as a sign of their commitment to 'welcome' other children and adults to nursery.

Literacy

- Read familiar stories at carpet times and story time.
- Encourage children to draw pictures of themselves and their family.
- Share books and read stories with children
- Encourage and support mark making .
- Chn mark make on their 'Welcome Promise' hand.
- Encourage chn to look at signs around the classroom. Adults model reading the signs e.g. tasks in construction area /number of children in each area.
- Sing a variety of nursery rhymes and counting songs.
- Participate in Phonic Phase 1 activities

Understanding the World

- Talk about different ways children 'welcome' visitors to their home.
- Learn about school's 'Golden Rules' - what they are and why we need them.
- Children will experience new play things and have the opportunity to make friendships, build relationships with familiar adults and get to know new routines.

Communication & Language

- Sing familiar nursery rhymes
- Play games and activities to encourage listening and concentration.
- Play games and activities to encourage turn taking.
- With support and encouragement, children will participate in 'talk times'

Foundation 1 planning

Autumn 1

Theme: Settling in/New Routines and Friends

Planning in the Foundation Stage is very much led by the children's interests.

During these first weeks at nursery for both the existing and new children, emphasis is placed upon helping them to feel safe, happy and settled in our setting.

Review/Notes of spontaneous activities

Physical Development

Children to develop gross motor skills through outdoor activities on the bikes, scooters/bats & balls. To develop fine motor skills using tools, cutters, mark making tools and busy finger challenges.

Observe and assess children's skills when:
Playing in AOP for their fine motor skills and hand preference.
Dressing and toileting.
Personal hygiene e.g. washing hands.
Gross motor/climbing skills outside.
At snack/lunch time e.g. drinking/eating independently

Mathematics

- Counting each other at register time. Take it in turns to count our friends on the carpet
- Recognising numerals 0 to 5. Counting and ordering numbers 0 to 5 in AOP.
- Self initiated number and shape activities in Maths area.
- Participation in counting songs and activities during group time.
- Identify, categorise and talk about 'size' such as big, medium and small in sand area.
- Identify and talk about 'capacity' such as full and empty in water area.

Expressive Arts

- Self initiated painting, drawing and colouring.
- Encourage children to act out familiar experiences in 'Home Corner'. Adult keep play going by modelling language and responding to what child is saying/doing.
- Make play dough with adult. Manipulate play dough to create models. Discuss texture, smell, feel of play dough.
- Self initiated 'collage' activity in craft area.

PSED: Making relationships / Self-confidence and self-awareness / Managing feelings and behaviour

- Interested in others play and starting to join in. (22-36)
- Keeps play going by responding to what others are saying or doing (22-36)

nonstrates friendly behaviour, initiating conversations and forming relationships with peers and familiar adults. (30-50)

- Separates from main carer with support and encouragement. (22-36)
- Can select and use resources and activities with help. (30-50)
- Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50)
- Seeks comfort from familiar adults when needed. (22-36)
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)

Literacy : Reading / Writing

- Has some favourite stories, rhymes, songs, poems or jingles. (22-36)

- Repeats words or phrases from familiar stories. (22-36)
- Listens to and joins in with stories and poems, one-to-one and small groups

inguishes between the different marks they make. (22-36)

- Sometimes gives meaning to marks as they draw and paint (30-50)

Communication & Language : Listening and attention Understanding / Speaking

- Listens with interest to the noises adults make when they read stories. (22-36)

- Listens to others one-to-one and small groups when conversation interests them. (30-50)

- Listens to stories with increasing attention and recall. (30-50)

- Joins in repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50)

Understanding the World: People and communities / The world / Technology

-In pretend play, imitates everyday actions and events from own family and cultural background.

-Beginning to have their own friends

-Remembers and talks about significant events in their own experience

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring

Showing curiosity about objects, events and people

- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

Pretending objects are things from their experience

- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

Initiating activities

- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active learning - motivation

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and thinking critically - thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going

Physical Development: Moving and handling / Health and self-care

- Runs safely on whole foot. (22-36)
- Beginning to use three fingers (tripod grip) to hold writing tools. (22-36)
- Imitates drawing simple shapes such as circles and lines. (22-36)
- May be beginning to show preference for dominant hand. (22-36)
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. (22-36)
- Draws lines and circles using gross motor movements. (30-50)
- Uses one-handed tools and equipment (30-50)
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50)
- Holds pencil near point between first two fingers and thumb and uses it with good control
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Feeds self competently with a spoon. (22-36)
- Drinks well without spilling. (22-36)
- Clearly communicates their need for potty or toilet. (22-36)
- Helps with clothing. (22-36)
- Beginning to be independent in self care but still often needs adult support.
- Can usually manage washing and drying hands. (30-50)
- Dresses with help (30-50)

Mathematics : Numbers / Shape, space and measure

- Recites some number names in sequence (22-36)
- Uses some language of quantities e.g. 'more' and 'a lot'
- Recites numbers in order 1-10
- Counts objects to 10 and beginning to count beyond 10
- Anticipates specific time-based events such as mealtimes or home time.
- Beginning to talk about the shape and size of everyday objects

Expressive Arts : Exploring and using media and materials / Being imaginative

- Joins in singing some favourite songs. (22-36)
- Experiments with blocks, colours and marks. (22-36)
- Beginning to make-believe by pretending. (22-36)
- Engages in imaginative role-play based on own first hand experiences. (30-50)