



# Mersey Park Primary School Long Term Plan Overview

# Foundation 1 2021-22

## Autumn Term

### My Family /All About Me/Autumn festivals/ Bears/Birthdays/Christmas

The children are introduced to Foundation 1 in small groups. This staggered induction period helps the children settle happily in their new environment. The children will begin to get to know one another and become familiar with the pattern and routines of the day. During the first few weeks, adults complete observations of the children at play. This information is used as a baseline and it informs the next steps in learning for each child in each area of their development. Resources and complexity of language will be well differentiated depending on the stage of development. Wellcomm (Language) assessments are also undertaken and the language levels of the children are then used to identify any children who need to be referred to the speech therapist. We provide lots of opportunities during the first few weeks for the children to look at and talk about our 'Families' display. We encourage the children to think about special people in their life and invite them to draw a picture of them. As the term progresses we notice the changes that take place in our garden during autumn and we hear about harvest time. The children will be introduced to high quality children's literature for e.g. Room on a Broom by Julia Donaldson and Eric Carle's Brown Bear Brown Bear What Can you See? These books will be used as a stimulus for many learning opportunities and activities. These will include retelling the story in our role play area and creating our own class book Mersey Bear Mersey Bear who can you see? We will then explore Bears, Birthdays and Christmas. Daily opportunities for Phase 1 phonics are carefully planned to develop focussed listening and attention in line with Little Wandle Letters and Sound Revised Programme. We also have at least one high quality story and rhyme session and after half term we send the children home with an Early Learning Reading book bag and weekly rhyme to share at home. Regular informal communication between home and school is a key feature of our Foundation One provision. Parents are encouraged to check-in as they pick up and drop off their children. We also promote the use of our school parent app and Class Dojo to further more effective communications. During December we will welcome our visitors from St. Catherine's Church and we will find out about the Christmas Story. We will also hold a Christmas Sing a Long Session for our parents and carers.

Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Within our continuous provision we encourage the children to select and use activities and resources with increasing independence. Children are encouraged to explore all areas of our setting both indoors and outdoors developing skills and confidence. Through our daily circle time children begin to feel a sense of belonging and begin to develop positive relationships. We introduce the children to Mersey Bear, a caring friend who wants all the children in Foundation One to feel happy and safe. As well as being kind and caring, Mersey Bear also encourages the children to look after their environment, helping to tidy up.</p>	<p>Through regular use of our outdoor environment we encourage the children to develop their movement, balancing, riding and climbing skills. Through use of large brushes, streamers and ribbons we support the development of core muscle strength. We provide differentiated tools e.g. scissors and mark making equipment to develop the children's fine motor skills. We encourage the children to become increasingly independent, finding their own coat peg, taking their coat off and hanging it up. Where necessary we support the children's family in toilet training and managing their own personal hygiene.</p>	<p>Our regular story and rhyme sessions encourage the children to begin to enjoy and look forward to the experience of story time. Throughout each session we prioritise the development of communication and language through modelling high quality, age appropriate language and vocabulary. We foster a love of literature both through our sessions and at home from the very beginning our F1 journey. The children will begin to enjoy taking their book bags home containing a book and rhyme each week. Through careful questioning children are encouraged to think and to express their own opinion, beginning to develop an understanding that we are all unique, for example we will ask the children questions relating to themselves and the topics we are focussing on.</p>	<p>Adults continuously model dialogical story-telling, thinking out loud as stories are shared. This enables the children to begin to understand that print has meaning and can have different purposes. Every opportunity is taken to talk about features of books including, front cover, page sequencing and how to carefully handle books, turning one page at a time. We will promote independent enjoyment of books, both in our book corner and in other areas throughout our setting. We will begin to clap the syllables in simple words and the children's names. Children will become increasingly familiar with how their name is written and staff will support them in their early attempts at meaningful mark making.</p>	<p>Through stories, rhymes and play we will encourage the children to quickly recognise up to 3 objects without having to count them, for example counting the owl babies on their branch. We will seek regular opportunities to count, saying one number name for each item. We will practise counting up and down through games such as; hide and seek and rocket launch countdowns linked to the story of 'Whatever Next'. Many of the stories we will share this term will help us to develop our vocabulary around time, for example, morning, night-time, earlier, later. We will enjoy counting down the days until Christmas and we will regularly talk about days of the week, introducing vocabulary such as; today, yesterday and tomorrow. We will provide opportunities for the children to play with blocks, shape puzzles and shape sorters. As the children tidy up we will reinforce mathematical language such as; sides, corners, straight, flat and round.</p>	<p>Children will be given opportunities to explore the natural environment in our F1 garden. Using equipment provided, e.g. magnifying glasses we will encourage the children to investigate what they can see around them. Staff will use observational language and think out loud encouraging the children to become inquisitive about the world around them. We will plant bulbs in our outdoor area and care for the plants in our classroom. When we cook we will encourage the children to observe changes to the ingredients they are using, for example, adding water to icing sugar, mixing an egg into flour and mashing bananas. As we get to know each other we will develop an understanding of similarities and differences between individuals and families.</p>	<p>Through small world and role play we will encourage the children to be imaginative, taking on different roles. They will begin to understand that an object can represent whatever they choose it to be. Children will be encouraged to make imaginative worlds indoors and outdoors. In our workshop area we will provide a range of recyclable materials including packaging, cartons and bottles. We will teach the children to join materials using masking tape, PVA glue, sellotape and glue sticks. We will encourage the children to think creatively when they are thinking about what to make, using open ended questioning and inspiration from shared stories, for example we will make a rocket for baby bear to travel to the moon. We will provide lots of opportunities for the children to draw and paint, modelling how to create closed shapes with continuous lines. Daily opportunities for singing and creating music will be also provided.</p>

