

# Wider Curriculum

Our three traditional tales will be excellent vehicles for exploring the wider curriculum. For science the children will be learning to mix and bake, investigating the ingredients and recipes used by Mummy Bear to make porridge and Little Red Hen to make bread.

As Summer turns to Autumn and then to Winter, the children will look at the seasons in art work. We will look at the paintings of Vincent Van Gough to find some inspiration.

*Too Much Talk* will help the children to begin talking about different countries in the world and know that they live in the United Kingdom. Towards Christmas the children will be warming up their voices to sing songs

# Notes for Parents

## What you can Do at Home

We will send home a 'Foundation Stage 1 News' leaflet every week to let you know some of the things we are focusing on in nursery: colours of the week, rhymes, key vocabulary and stories. Talk to your children about these things to help deepen and broaden their learning at home as well as at nursery.

## Reading

Stories are one of the most valuable and enjoyable ways to help your children learn. They help to expand your children's vocabulary and, in turn, improve their chances of success in later life.

## Important Dates for This Term

**Wednesday 20th September** - All parents are invited to come play in the classroom after school. This is a perfect opportunity to ask any questions you may have for the teachers. Exact timings will follow soon.

**Parents Evening** - During the second half term we will be hosting a second, more formal parents evening to discuss your children's progress. We will let you know the date closer to the time.

# Class Information Sheet

## Foundation Stage 1

### Autumn Term—Once Upon a Time



A warm welcome to all our new friends and their families. It is wonderful to spend some time with the new members of our nursery community and see how well they are all already settling in.

Our priority in this first term is making sure all the children feel secure and confident in their new classroom. We will be spending our time getting to know the children and adapting the provision around the classroom to suit their needs and interests. Building positive relationships will ensure that the children make a smooth transition and are then ready to learn.

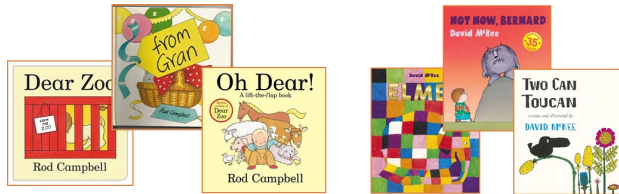
# Topic Home Support Sheet

## Key Texts

Three traditional tales will be at the core of our curriculum. We will focus on each story for three or four weeks, allowing the children to really unpick the plot, the characters and new vocabulary:



In addition, the children will explore books written by this term's two key authors: **Rod Campbell** and **David McKee**.



## Language in Colour

Language in Colour is a programme we use to help children understand words and to start building sentences. Each word group is represented by a different colour and this term the children will be introduced to the **orange** and **yellow** words.

**Orange Words:** Who? Person, animal or character.

**Yellow Words:** What doing? Things we do.

## Key Vocabulary

Traditional Tale	A story that is known by many as it has been told and re-told lots of times.
Teamwork	Working together as a group to achieve a goal.
Ingredients	The things you mix together when you are making or baking.
Recipe	The things you need to do to make or bake something.
Country	A place where people live bigger than a city. A country can have lots of cities and lots of people.
Ghana	A country in Africa.
Compare	Seeing what is the same and what is different between things.

## Phonological Awareness

At Thoresby we follow a phonics programme called *Little Wandle*, but before we teach children to read and write, we teach them to listen for the sounds in our speech. This begins in nursery by listening for the largest units of sound, and then we learn to hear smaller and smaller units of sound. Before half term, the children will practise listening for the syllables in words (we call them chunks) before learning how to hear the initial sound in words. By Christmas the children will have begun to orally blend the sounds in short words .