

# Celebrations

## Prime Areas of the Foundation Stage Curriculum

Communication and Language	Physical Development	Personal, Social and Emotional Development
<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them through answering think aloud questions, including who, where &amp; when questions.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home.</li> <li>• Ask questions to find out more and to check they understand what has been said to them through challenges from adults such as “Amazing, I need to know more about this...” encouraging the child to share.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home.</li> </ul> <p><i>At home: Read lots of lovely stories offering a rich vocabulary whilst developing listening and questioning skills. Look carefully at the vocabulary and learn the meaning of some new words.</i></p>	<ul style="list-style-type: none"> <li>• Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring and <b>construction</b>.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Teach and model correct letter formation.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing.</li> <li>• Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce.</li> <li>• Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.</li> <li>• Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul> <p><i>At home: Practice letter formation for the letters we have learnt so far, please refer to the letter formation you were given at the phonics &amp; reading meeting.</i></p>	<p><u>Jigsaw – Celebrating Differences - Respect for similarity and difference. Antbullying and being unique</u></p> <ul style="list-style-type: none"> <li>• I can identify something I am good at and understand everyone is good at different things</li> <li>• I understand that being different makes us all special</li> <li>• I know we are all different but the same in some ways</li> <li>• I can tell you why I think my home is special to me</li> <li>• I can tell you how to be a kind friend</li> <li>• I know which words to use to stand up for myself when someone says or does something unkind</li> </ul> <ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing.</li> <li>• Build constructive and respectful relationships.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• See themselves as a valuable individual.</li> <li>• Mini First Aid Training Session 10/11/22</li> </ul> <p><i>At home: You can play turn taking games. Counting board games would be great, practice recognising the numbers on a dice without counting (subitising).</i></p>

## Specific Areas of the Foundation Stage Curriculum

Literacy	Mathematics	Understanding the World	Expressive Art & Design
<ul style="list-style-type: none"> <li>• Re-read books to build up their understanding and enjoyment.</li> <li>• Make familiar books available for children in the book corner and at home.</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading.</li> <li>• Form lower-case letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p><i>At home: Practice your key word lists, read to an adult 4 times a week. Can you write some cvc words using your phonic knowledge.</i></p>	<p><i>Whiterose – It's Me 1, 2, 3 / Circles and Triangles / 1, 2, 3, 4, 5 / Shapes with 4 sides</i></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitising through recognition of amounts in a Numicon piece and on a 5 frame.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 5</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compare circles and triangles.</li> <li>• Recognise and name circles and triangles.</li> <li>• Identify and name shapes with 4 sides.</li> <li>• My day and night.</li> </ul> <p><i>At home: Please practice reliable counting, with 1-1 correspondence. Learn to recognise the number of dots on a dice without counting (subitising). Find shapes around the house and out in your local environment.</i></p>	<p><u>Understanding Christianity. Concept: Incarnation</u> Key question: Why do Christians perform Nativity plays at Christmas?</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past through November 5<sup>th</sup> &amp; Remembrance.</li> <li>• Compare and contrast characters from stories, including figures from the past through stories, images, songs and sharing texts.</li> <li>• Name and describe people who are familiar to them, including members of the community such as police, fire service, doctors &amp; teachers.</li> <li>• Understand that some places are special to members of their community, Harvest, Christmas links to church.</li> <li>• Explore the natural world around them by observing and interacting with natural processes such as light travelling through transparent materials and an object casting a shadow.</li> <li>• Naming and describing some plants and animals that they are likely to see in their environment</li> </ul> <p><i>At home: What can you do in your garden to help look after winter animals? What can you do to help the hedgehogs to live safely in your garden?</i></p>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings including colour mixing.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses through watching other class Christmas productions and orchestra.</li> <li>• Provide props and costumes for children to incorporate through their pretend play – ongoing through CP</li> <li>• Sing in a group or on their own (Nativity, Charanga planning).</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Monday 12<sup>th</sup> December – Our First Christmas Production with Sycamore Buddies at 2pm.</p> <p>Our Role Play Area will be a dark place with a light box for us to explore, light, dark &amp; colour. Then at Christmas it will be a stable where we can re-tell the Christmas story. Our outdoor house will be a Hindu home celebrating Diwali &amp; then a winter lodge.</p> <p><i>At home: Making decorations, painting, playdough, lots of art and craft! Please post things on Tapestry.</i></p>

<p>Dear Chestnut Parents</p> <p>The children had a really fantastic first term in school! We are so proud of how well they have settled and we are very excited about the learning and fun ahead! The children have filled their first marble jar and we will be having a marble jar treat at the beginning of Term 2.</p> <p>Thank you to all of you for attending parents evening, it was great to meet with you all to discuss how your child has settled into school.</p> <p>We will begin the term by learning all about Guy Fawkes / Bonfire Night and Diwali, the Hindu Festival of Light and</p> <p>We are all very excited about our 'Celebration' topic, we will be having lots of fun whilst learning.</p> <p>Finally, we will have a festive few weeks preparing for Christmas.</p> <p>Have a wonderful half term!</p> <p>Best wishes Mrs Williams</p>	<p><u>Show and Tell - Celebrations</u> Linked to our celebration topic we would like every child to have a post on Tapestry showing a past or present family celebration. Please put photos that we can use as a conversation starter and brief description of the celebration. <b><u>Please post this before 17<sup>th</sup> October.</u></b> We will share these in class as they are posted.</p> <p><u>Marble Jar Treat – Friday 3<sup>rd</sup> November</u> The children have filled the class marble jar and we will be having a marble jar treat on Friday 3<sup>rd</sup> November. On the first day back, we will vote on what this will be and I will let you know.</p> <p><u>Tapestry</u> Thank you to those parents who are already making regular contributions to Tapestry, we have loved sharing the posts with your child. Please can we really encourage Tapestry to be a two-way process where you comment on posts and you make posts of things your child has been doing at home, weekend news, a first gym session, swimming, learning to ride their bike, getting ready for school on their own etc.</p> <p><u>Phonics, Keywords &amp; Reading</u> At the start of Term 2 we will begin to give some children reading books. A reminder that you need to read 4 times a week, the whole book must be completed in a week. We will do guided reading on a Monday morning; the home phonic reading books will also be changed on a Monday. Please have <b>phonic reading books in the book bags every day.</b> Please also continue to share the <b>fiction and non-fiction books</b> the children are choosing, these will continue to be changed <b>on a Wednesday</b>. Keywords, we will begin to check these weekly and your child will get a sticker when they can confidently blend the words on the list.</p> <p><u>Clothing</u> Please remember that the children are able to wear navy joggers. In the colder months we would encourage the children to have hats and gloves in school. Gloves do go missing easily so a little tip, attaching gloves with a piece of elastic through their coat sleeves is a great way of making sure they don't lose them. <b><u>Please name everything!</u></b></p> <p><u>Mini First Aid</u> On Wednesday 22<sup>nd</sup> November we will be taking part in a Mini First Aid training session, this is part of our PSHE learning. We will share information on Tapestry so you can see what the children learnt. After the session please can you talk to your child about what they have learnt, especially how to access the emergency 999 number on a locked mobile phone.</p> <p><u>Elf on the Shelf</u> We have a rather cheeky Elf that likes to visit Chestnut every year, traditionally he has been rather mischievous. I thought we would give you a little warning, on <b>Tuesday 19<sup>th</sup> December</b> we will have an Elf themed party, we will all be <b>dressing up as Elves</b>. Please don't rush out and buy expensive costumes, being cheap and creative is great! Please don't tell the children about this yet.</p>
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