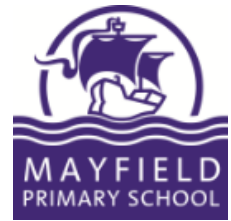


Spring term in the Foundation Stage will look like...



Communication and Language

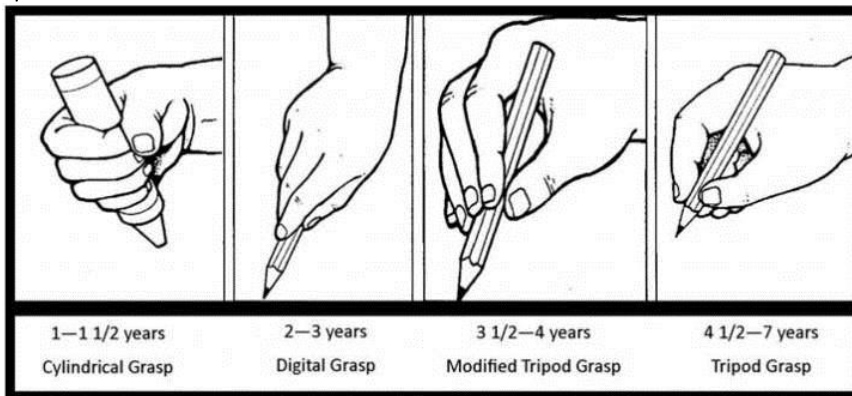
- Talking about different celebrations
- Learning British Sign Language through daily phonics and communicating with each other.

Personal, Social and Emotional Development

Learning more about the school 'core values'

- Maintaining personal hygiene; washing hands with soap and water; and understanding why we do this.
- Undressing and dressing independently including shoes, socks and coats.
- Learning how to be good friends in our play; building relationships and solving problems.

Physical Development

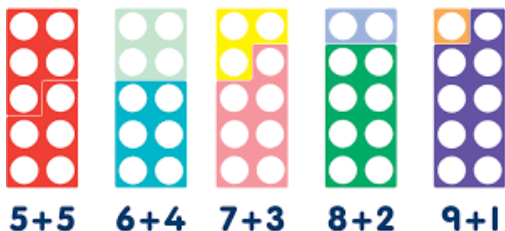
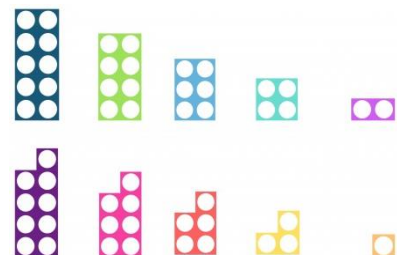


- Using the obstacle course to improve co-ordination and balance.
- Using the 'balance bikes' in P.E. to improve our core strength.
- Ball skills – throwing, catching, rolling and kicking a large ball.
- Using pens and pencils with the correct grip.

Mathematics

Number:

- Using Numicon; recognising odd and even number shapes (we talk about 'flat topped shapes, and shapes with 'a step' to help differentiate them)
- Ordering numbers from 0-20, and saying 'one more' and 'one less' than a number.
- Addition and subtraction – 'number bonds' to 5 then 10.



Shape, space and measures:

- Height, length and weight – using words like ‘longer’ ‘shorter’ ‘thick’ ‘thin’ ‘short’ ‘tall’
- Positional language – using words like ‘in front’ ‘behind’ ‘under’ ‘on top’ ‘to the side’, and beginning to understand left and right.

Handling data:

- Regular counting and comparing of different sets of data; e.g. packed lunches and school dinner, children who are ‘here’ and those who are ‘absent’.

Literacy

Reading and Writing:

- Focus stories including Goldilocks and the Three Bears, The Gingerbread Man, Rapunzel, The Three Little Pigs, Little Red Riding Hood and other traditional tales.
- Reading and writing using the phonemes we have learnt.

I w/ b hope wen skul iz t
 I lk + pla wt mi fredz in te
 Sumr tatz l+2 OV fn

- Recognising and writing our names with correct letter formation (capital letter at the beginning, lower case after that)
- Recognising other children’s names.
- Writing captions, lists, cards, letters and sentences during our play.
- Reading phonetic books containing some of our ‘key words’ (these are words which children should begin to be able to recognise instantly by sight as they can’t be sounded out)

the	to	me	her	were
I	no	was	have	little
go	into	they	so	when
he	she	are	some	what

Speaking and Listening:

- Show and Tell – talking about what you have been up to outside of school (through photos and videos uploaded on Tapestry)
- Role-play – acting out stories, talking part in imaginative play.
- Learning stories and rhymes and changing them to make them our own.
- Speaking and listening to our friends; respectfully asking questions.

Expressive Arts & Design

- Children help to create fairy tale role play areas.
- Cooking porridge and other foods related to our stories.
- Building things with junk modelling such as castles and houses from our stories.



- Making fairy tale puppets to act out our stories.
- Singing our favourite songs and learning new ones.

Understanding the World

- Learning about celebrations of ourselves and others; Chinese New Year, Easter etc.
- Learning that other people live in different places and live in different ways.
- Understanding the difference between fiction and non-fiction texts.
- Exploring changes in our environment through our visits to the conservation area during 'Welly Walks'.
- Using technology to support and record our learning e.g. using cameras and iPads to take photos of our work, using the internet to find answers to questions we have.

