

# Spring 2 in the Foundation Stage will look like...



## Characteristics of Effective Learning

These skills are the foundation of good learning for all children, they weave through everything that we do and link closely with our Mayfield Core Values of: Creativity, Resilience, Empathy & Kindness, Aspiration, Independence and Respect.

- **playing and exploring** – children are inquisitive about what is happening around them, they investigate and experience things within their environment and are willing to 'have a go';
- **active learning** - children are able to concentrate and keep on trying if they encounter difficulties. They enjoy their achievements and are proud of themselves, not just praise from others; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Communication and Language

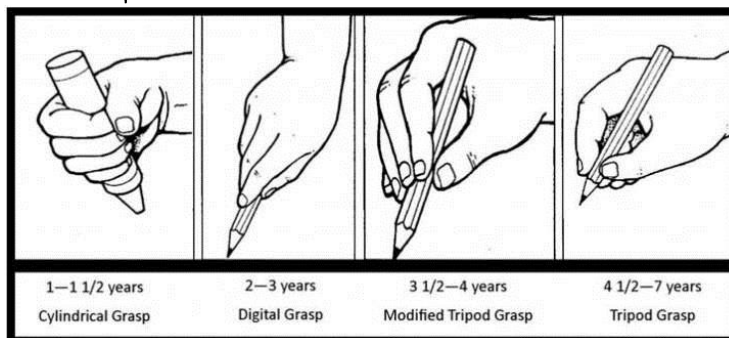
- Learning British Sign Language through daily phonics and communicating with each other.
- Telling and acting-out stories to each other and to the group. Especially in our 'out and about' sessions

## Personal, Social and Emotional Development

Learning more about the school 'core values'

- Maintaining personal hygiene; washing hands with soap and water... and knowing why we do so!
- Undressing and dressing independently including shoes, socks, boots and coats – **especially important for when we start swimming in the Summer term.**
- Beginning to understand others' feelings and how our own actions affect others.

## Physical Development



- Using the obstacle course to improve co-ordination and balance.
- Using the 'balance bikes' and 'scooter boards' in P.E. to improve our core strength.
- Ball skills – throwing, catching, rolling and kicking a large ball with control.
- Using pens and pencils with age appropriate grip (see above)



## Understanding the World

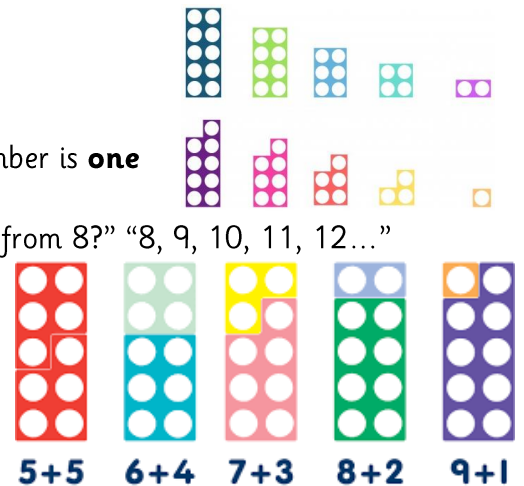
Learning about what makes us individual; ourselves, our families and people who help us – how are we similar and how are we different?

- Understanding the difference between fiction and non-fiction books and how we can use them to find out information or enjoy a story.
- Exploring changes in our environment through our 'Out and About' sessions where we explore the school grounds, raised beds, and conservation area ('secret garden').
- Learning about celebrations of ourselves and others; World Book Day, Easter, Earth Day, Shrove Tuesday, Holi etc.
- Using technology to support and record our learning e.g. using cameras and iPads to take photos/videos of our work, using the internet to find answers to questions we have, engaging with age appropriate software on the desktop computers.

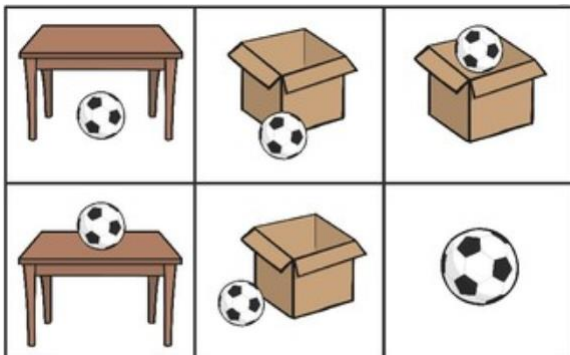
## Mathematics

Number:

- Using Numicon; recognising odd and even number shapes.
- Ordering numbers to 20 and beyond and saying which number is **one more or one less** than a chosen number.
- Counting on from a chosen number e.g. "can you count on from 8?" "8, 9, 10, 11, 12..."
- Counting forward **and backwards** to and from 20 focusing on the teen numbers – enunciating TEEN, rather than TY e.g. "thirTEEN" for teen numbers and THIRty for 10s"
- Addition and subtraction – number bonds within 10.



Shape, space and measures:



- Height, length and weight – accurately using the words; long, short, thick, thin, heavy, light, high, low.
- Measurement – using timers, scales, comparing weights (heavier and lighter – as well as giving reasoning e.g. I know it is lighter because...)
- Positional language – 'above' 'below' 'inside' 'behind' 'next to' 'under' 'in front'
- Capacity/ volume – using the language of 'full' 'empty' 'half-full' etc.

## Literacy

Reading and Writing:

- Information books about 'people who help us', stories about how we look after our world e.g. Tidy by Emily Gravett, The More We Get Together by Celeste Cortright.
- Reading and writing phonetically plausible words, labels and sentences using the phonemes we have learnt.
- 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)

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

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 doing outside of school (through photos and videos uploaded onto Tapestry by parents and carers)
- Role-play – acting out stories, pretending to be people from their experience (police officers, paramedics etc.) 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 and answering questions.

### Expressive Arts & Design



- Building things with junk modelling such as vehicles, costumes, gadgets, buildings etc. to aid their role play or use as props.
- Using tape, glue and other methods to fix objects together and edit them where appropriate.
- Singing our favourite songs and learning new ones.
- Experimenting with colour mixing to decorate our creations in the making area.
- Use musical instruments to explore different sounds and experiment with ways of changing them.