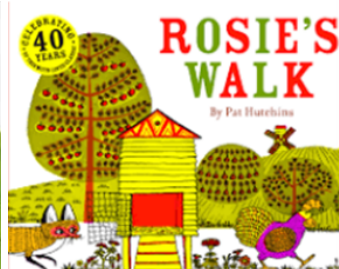
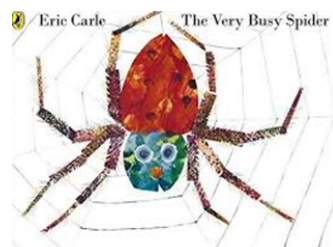
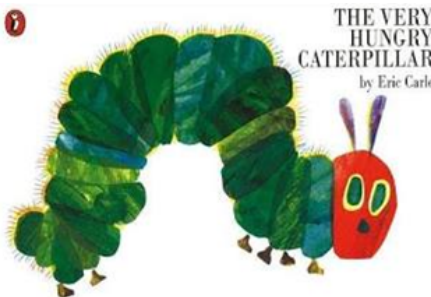
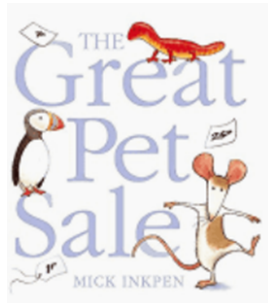


Spring 2 in the Foundation Stage we will be learning about...

## Living things on land!

Our focus books are:



## 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

*Listening, Attention and Understanding, Speaking*

- Telling and acting-out stories to each other and to the group. Especially in our 'out and about', and 'show and tell' sessions
- Investigating and answering our 'key learning questions' throughout the half-term
- Asking questions to find out more, connecting ideas and actions together
- Developing an interest in expanding our knowledge about the natural world, articulating ideas and thoughts through our learning about pets and other small animals.

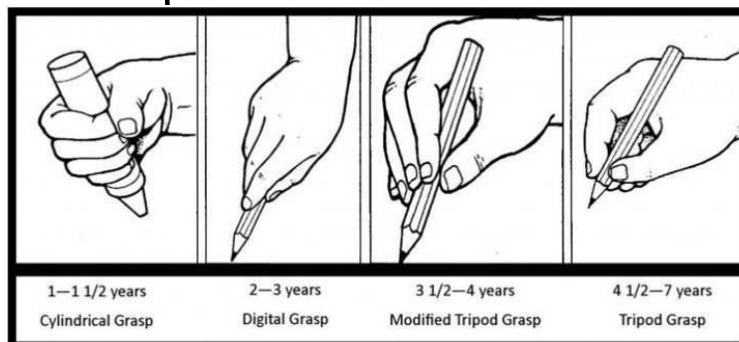
- Show and Tell – talking about what you have been doing outside of school (through photos and videos uploaded onto Tapestry by parents and carers)
- Role-play – acting out stories, pretending to be people from their experience, taking part in imaginative play.
- Learning stories and rhymes and changing them to make them our own.
- Speaking and listening to our friends; respectfully asking and answering questions.
- Learning some British Sign Language through daily phonics and communicating with each other.

## Personal, Social and Emotional Development

Learning more about the school 'core values', particularly focusing on 'resilience'

- Beginning to understand others' feelings and how our own actions affect others.
- First hand experience of the life cycle of a chicken. Learning about birth, life, and death. Developing our understanding of the needs of other creatures.
- Learning to care for, and protect other living things.

## Physical Development



- Using the climbing apparatus, 'scooter boards' and other P.E. equipment to improve our core **strength** and **agility**.
- Developing ball skills – throwing, catching, rolling and kicking balls with control.
- Developing our fine-motor muscles (finger dexterity) through the use of lots of 'fiddly' resources e.g. playdoh, gardening, shoe laces, sorting small objects and other activities that support building our overall coordination and strength. All of this is essential for pencil grip and writing skills, with age appropriate grip (see above)

## Understanding the World

- Understanding and celebrating the differences in the world.
- Learning about our world through fiction and non-fiction texts, stories, poems, rhymes, real-life observations and videos.
- Exploring changes in our environment through our visits to the secret garden where we also explore the school grounds and raised beds, as well as our daily use of our natural reception garden which will be evolving dramatically during Spring and Summer!
- Learning about celebrations of ourselves and others;  
  
World Book Day (Thurs 2nd March), Easter, Earth Day, Shrove Tuesday, Holi, Mother's Day, St Patrick's Day etc. *Please get in touch if you would like to share a celebration with us which your family enjoys!*
- 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.

## Mathematics

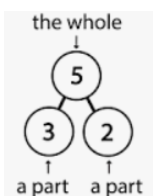
Foci: **Counting**, **ordinality** (how numbers are ordered) and **cardinality** (the idea that the last number in the count tells us how many things there are altogether), **comparison** and **composition**.

- To begin to understand the **word pattern** embedded within most of our number names, the children will also be and have opportunities to practise counting beyond 20.

*Note that the expectation is not that the children should become secure with knowing ALL of the number names beyond 20, but rather that they hear the repeating pattern in the numbers and develop confidence in using the familiar sequence within 10 to count to bigger numbers.*

- When comparing numbers, children will notice attributes and begin to understand the differences and similarities between them. The activities we have planned will focus on further developing this innate skill as the children will be encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other.
- Language is a key focus. The language of '**more than**', '**less than**' and '**equal to**' to describe the

relationships between numbers will need to be modelled. ('Less than' is used instead of 'fewer than' when the focus is on each number's position in the counting sequence).



- Composing and decomposing numbers will involve the children investigating part-part-whole relations (e.g. seeing that 7 can be made of 5 and 2). The children will deepen their understanding of a whole being made up of smaller parts through games and practical experiences.

## Literacy

- Writing **phonetically plausible** words, labels and sentences 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

- Practising **writing our names** with **correct letter**

**formation** (capital letter at the beginning, lower case after that)

- Writing captions, lists, cards, letters and sentences during our play.
- Reading phonetic books containing some of our **'hard to read' words** (these are words which children should begin to be able to recognise instantly by sight as they can't be sounded out)

I	the	to	go	he	she	push	was	all	are
no	put	into	pull	buses	we	her	my	ball	tall
of	is	as	his	me	be	you	they	when	what

- Information (non-fiction) and story (fiction) books, rhymes, songs and poems about land animals and insects.

## Expressive Arts & Design



- Using recycled materials to **build and create** e.g. vehicles, costumes, gadgets, buildings to aid their role play or use as props.
- Talk about our creations explaining the process we have used.
- Using tape, glue and other methods to fix objects together and edit them where appropriate.
- **Experiment** with colour, design, form and function.

- Singing our favourite songs and learning new ones.
- Use musical instruments to **explore** different sounds and experiment with ways of changing them, and begin to move in time with music.
- **Invent, adapt** and **recount** narratives and stories with our friends.