

Spring 1 in the Foundation Stage will look like...



communication and Language

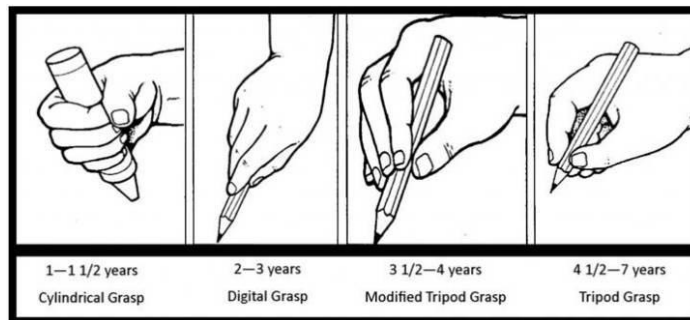
- Talking about different celebrations
- Learning British Sign Language through daily phonics and communicating with each other.
- Visits from family members to share bilingual stories in class
- Weekly Friday 'big read'/math challenge sessions for families to attend
- Working with our 'learning partners' across the school, for example on Helicopter Stories and exploring art together.

Personal, Social and Emotional Development

Learning more about the school 'core value' of **Respect**

- 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

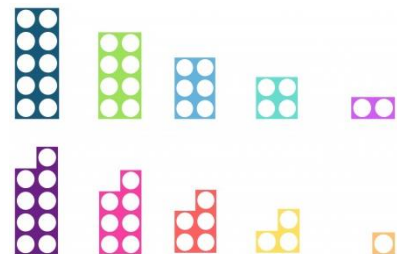


- Using the obstacle course to improve core strength, co-ordination and balance
- Using the 'balance bikes' and 'scooter boards' in P.E. to improve our core strength
- Ball skills – throwing, catching, rolling and kicking a large ball
- Using pens and pencils with the correct grip

Mathematics

Number and Numerical Patterns:

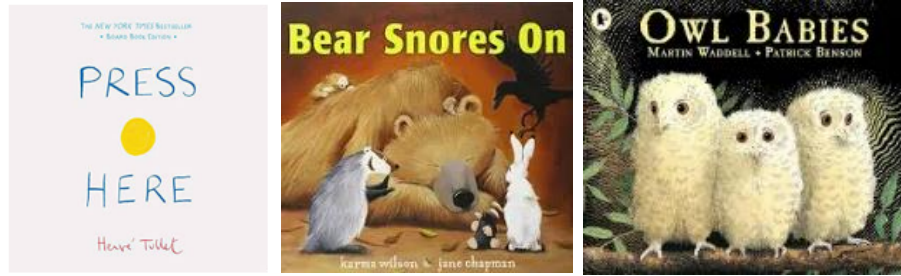
- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games



- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Literacy

Reading and Writing:



- Focus books:



- Reading and writing using the phonemes, digraphs, trigraphs and 'hard to read words' that we have

I wɪ b hoʊp wen skul ɪz t
 I lɪk t plɑ wɪt mi frɛdz ɪn te
 sʌmɪ tɑtʃ lɪz ɒv fɪ

learnt.

- Recognising and writing our names with correct letter formation (capital letter at the beginning, lower case letters 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)
- Celebrating 'National Story Telling Week'

Speaking and Listening:

- Show and Tell – talking about their favourite book, and the signs of Spring they have found 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 hibernation role play areas.
- Cooking pop-corn and other foods related to our stories.
- Manipulating resources and materials to carry out their own plans and ideas.
- Making puppets to act out stories.
- Singing our favourite songs and learning new ones, including those learnt with Dr Taylor in our fortnightly singing sessions.

Understanding the World

- Learning about celebrations of ourselves and others;

Chinese New Year, How Easter is celebrated in different countries.

- 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.

