

Summer 1 in the Foundation Stage



We will be learning about...

Chickens, frogs, snails, the history of the telephone (and other communication devices!), and dinosaurs!

Some of our focus books will be:



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

- Learning new vocabulary related to our topics and using it in our play and learning
- Encouraging the children to ask questions to add to their knowledge and understanding of the world.
- Articulating their ideas about the world and connecting their ideas with new things they learn.
- Describing the things they have learnt about and explaining why certain things have happened.
- Investigating and answering our 'key learning questions' throughout the half-term.

Personal, Social and Emotional Development

Learning more about our school **core values**, particularly focusing on **creativity**

- Thinking about the perspective of others who lived at a different time to us and how they may have felt.

- **Learning about healthy and safer lifestyles, our bodies and growing up.** For example, how are we learning to take care of ourselves, what do we still need help with, and how do we feel about growing up?

Physical Development

- In PE we will be exploring how to climb safely (using the wall bars in the hall) and using our gross motor skills for controlling our big movements such as jumping from a height and landing safely.
- 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.

As a reminder, correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:



Understanding the World

- Learning about our world through fiction and non-fiction texts, stories, rhymes, real-life observations and videos.
- Exploring the life cycles of chickens and frogs and the changes in our environment through our visits to the secret garden. Pond dipping/ collecting tadpoles to look after in the classroom and observing changes in the pond as time passes.
 - Looking carefully at the changes to the raised beds as the plants will change a lot in the coming months!
- Learning about celebrations of ourselves and others;

Eid al-Fitr, Shavuot and St George's Day

Please get in touch if you would like to share a celebration with us which your families enjoy!

- Exploring technology by using Bee-bots (programmable robots) to learn about programming



Mathematics

The children will...

- ...be given opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it



- ...practise key differences in the number names e.g. between 'teen' and '-ty' numbers.
- ...continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements - A key focus will be to use their developing understanding of doubles to support their subitising skills.

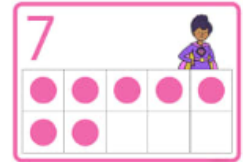


- ...use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)
- ...use the language of 'more than', 'fewer than' (for countable objects), 'less than' (for positions on a number track) and 'equal to' to describe the relationships between numbers. 'Less than' is used instead of 'fewer than' when the focus is on each number's position in the counting sequence.



- Exploration of the composition of 5 focusing on 'visualising' and using spatial language to describe the groups within 5. Using and making links between these different representations (fingers, die frames and 10 frames).

- Explore '5 and a bit' numbers to 10 (6 is 5 and 1.. 8 is 5 and 3 etc.). Investigating part-part-whole relations, e.g. seeing that 7 can be made of 5 and 2 more.



Literacy

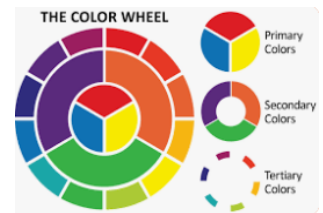
- Writing sentences using the skills in phonics we have learnt. Starting to spell 'hard to read words' correctly.

push	was	all	are	said	so	some	come	
her	my	ball	tall	have	were	there	little	children
you	they	when	what	out	like	one	do	love

- Honing our skills of correct letter formation (especially our names - with a capital letter at the beginning, lower case after that)
- Writing captions, lists, messages, cards, letters and sentences during our play.
- Reading phonetic books containing 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)
- Information (non-fiction) and story (fiction) books, rhymes, songs and poems about land animals, insects and amphibians.

Expressive Arts & Design

- Making telephone models using recycled materials. Using recycled materials to build and create e.g. vehicles, costumes, gadgets, buildings to aid their role play or use as props.
- Using clay to create models of tadpoles, froglets, frogs and frogs spawn.
- Salt dough dinosaur fossils
- Talk about our creations explaining the process we have used.
- Singing our favourite songs and learning new ones.



...and much, much more!