

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



communication and Language

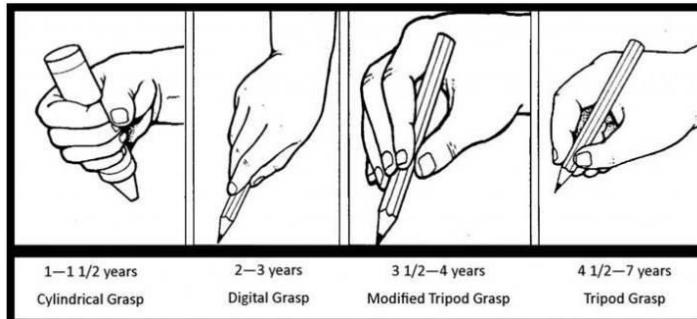
- Talking about different celebrations (Chinese New Year)
- Learning British Sign Language through daily phonics and communicating with each other.
- Visits from family members to share bilingual stories in class.
- Weekly Friday afternoon (2.45-3.05pm) 'big read' sessions for families to attend
- Speaking in full sentences, beginning to use the correct tenses.

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, coats and waterproofs.
- Learning how to be good friends in our play; building relationships and solving problems.

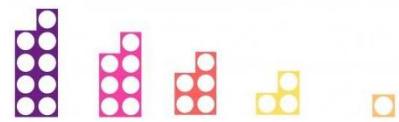
Physical Development



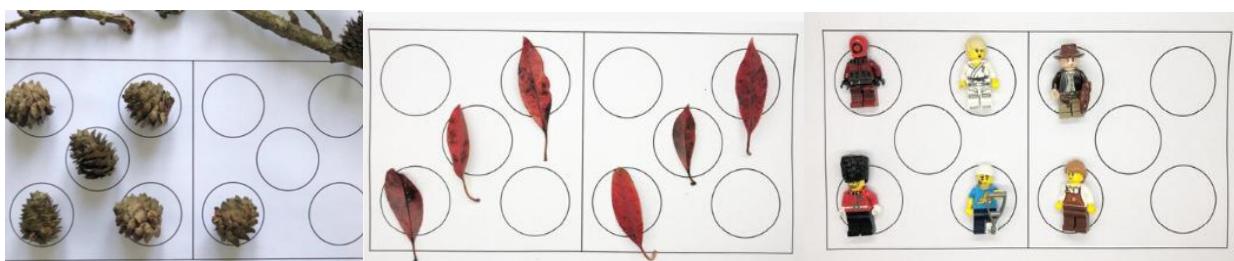
- Building hand strength to use pens and pencils with the correct grip (tripod grasp)
- Using the obstacle course, 'balance bikes' and 'scooter boards' in P.E. to improve core strength, coordination and balance
- Ball skills – throwing, catching, rolling and kicking a large ball

Mathematics

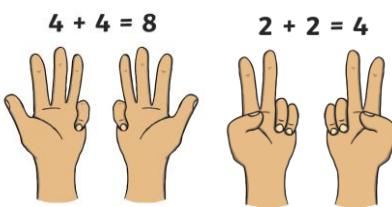
Number and Numerical Patterns:



- 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 (I have 5 coins, if I have 2 in this hand, how many are in my other hand)
- 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 (examples below)



- 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

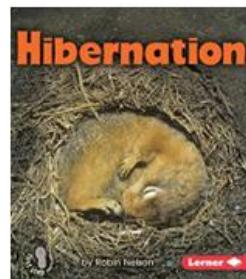
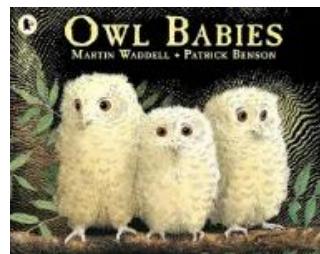
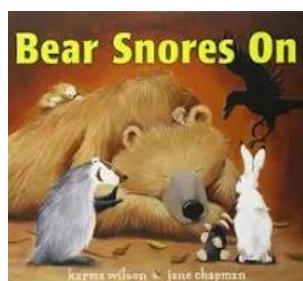
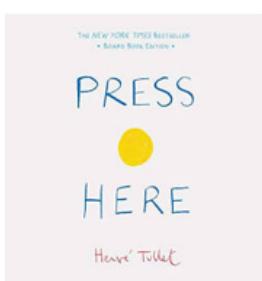


- continue to develop their understanding of the counting sequence and link cardinality (knowing what the numbers mean in terms of knowing how many things they are referring to) and ordinality (communicating the order of objects in a series. For example, first, second, third)
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers



Literacy

Focus books:



- Enjoying a selection of fiction and non-fiction books based on our topic.
- Reading and writing using the phonemes, digraphs, trigraphs and 'hard to read words' that we have learnt

I wl b hope wen skul iz +
I lk t pla wt mi fredz in te
Sumr tatz ltz ov fn

so far.

- 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 Storytelling Week' (Monday 2 February to Sunday 8 February).

Speaking and Listening:

- Show and Tell – their favourite book/song/rhyme (through photos and videos uploaded on Tapestry).
- Role-play – acting out stories, taking part in imaginative play.
- Learning stories, rhymes and poems and changing them to make them our own.
- Speaking and listening to our friends; respectfully asking and answering questions and making requests.

Expressive Arts & Design

- Helping to create hibernation role play areas.
- Manipulating resources and materials to carry out their own plans and ideas.
- Making peg dolls to act out stories.
- Singing our favourite songs and learning new ones.

understanding the World

- Learning about celebrations of ourselves and others;
Chinese New Year.
- 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 (secret garden) 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.

