

Foundation Stage One Spring Term-Who Lives in a House like this?

Key Questions: What do you need to make a house? What are the best things to use?
Can you tell me about your home? What sort of homes do animals live in? What can you tell me about the story?

Values of the term: *Sharing and Kindness*

Communication and Language (C&L)

- *Develop sustained listening and implement agreed listening rules, not interrupting and valuing each others thoughts and feelings*
- *Hear a range of vocabulary in relation to the learning theme and experiences by listening in pairs, group, whole class -*
- *Listen to a range of songs, rhymes, poems, chants, non fiction*
- *Listen to and follow 1 / 2 part instructions/directions*
- *Listen to and answer simple questions*
- *Think, talk and express thoughts, feelings, and ideas in order to communicate needs in relation to personal needs and requirements, social talk, daily routine, experiences, activities*
- *Think about what they hear and say, exploring the meanings and sounds of familiar and new words - Letters and Sounds Guidance*
- *Explore using talk for different purposes and audiences in relation to activities and experiences (through practitioner modelling, such as asking questions, responding to questions, discussing, describing, explaining, reasoning*

Personal Social and Emotional Development (PSED)inc SEAL

- *Play in a group, sharing play ideas.*
 - *Initiates play, offering cues to peers to join them.*
 - *Demonstrates friendly behaviour.*
 - *Initiates conversations, attends to and takes account of what others say.*
 - *Takes steps to resolve conflicts with other children,*
 - *Can select and use activities and resources with greater independence*
 - *Welcomes and values praise for what they have done.*
 - *Enjoys responsibility of carrying out small tasks.*
 - *Confident to talk to other children when playing, and will communicate freely about own home and community.*
 - *Aware of own feelings, and knows that some actions and words can hurt others' feelings.*
 - *Accepts the needs of others and can take turns and share resources.*
- SEAL Going for Goals and Changes***

Physical Development

- *Explore movement using a variety of equipment*
- *Explore a range of eye-hand co ordination activities*
- *Show developing control and body co-ordination*
- *Steer a variety of wheeled equipment*
- *Travel in a variety of ways*
- *Focus attention through touching, smelling, tasting, hearing*
- *Develop small muscle co ordination e.g. hold up fingers during finger play, grasp tools*
- *Roll malleable materials*
- *Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.*
- *They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.*

Maths

- *Saying numbers to 5*
- *Demonstrate 1:1 correspondence*
- *count reliably using every day objects up to 5/10*
- *Recite numbers to 5 in order*
- *Recognise number symbols of personal importance*
- *Recognise some numbers in print within school/home environment*
- *Begin to recognise numbers 5/10*
- *Compare 3 or more sets of objects identifying similarities/differences in terms of number*
- *Begin to relate addition by counting objects in 2 sets giving total number*
- *Understand and say with confidence a number that is one more than a given number up to 5/10*
- *use a range of activities which will develop an understanding of*
- *shape space and measure*
- *Recognise and use names of familiar 3D and 2D shapes*
- *Sort and match sets of objects using a given criteria according to shape and size*

Literacy Reading

- *Expose children to a range of stories, rhymes, songs, poems and rhymes by telling and reading and using props, finger puppets, story boards, masks etc*
- *Identify and join in with simple repeated words and phrases*
- *Demonstrate reading like behaviour, beginning to use simple book language (front, back, title, page*
- *Expose children to a range of non-fiction texts*
- *Begin to show some awareness of phoneme/grapheme links, particularly in relation to own name and experiences*
- *Recognise their own name in print and recognise some words in relation to their name*

Writing

- *Begin to use talk to order and sequence their thinking in relation to writing/pictorial representation, about events and experiences*
- *Begin to recognise and use some writing like symbols and sounds in their mark making (particularly in relation to their own name and experience (STYLE)*
- *See practitioners model and share writing*
- *Demonstrate increasing control of mark making tools*
- *Use mark making with increased confidence and for a variety of purposes*

Expressive Arts and Design

- *using hands and feet to manipulate paint - hand/foot printing, make prints with fingers*
- *Enjoy feeling and comparing different textures and textiles -*
- *Explore a range of natural and man made printing materials*
- *Joining in singing a range of songs and rhymes in relation to the learning theme, experiences and interests*
- *Listen to a range of short musical extracts and live or recorded music*
- *Responding to and identifying sounds*

Understanding the World

- *Show an interest in other people's roles in the community*
- *Observe, discuss and explain how every day materials change when cooled, heated,*
- *Relate heat/cold to themselves*
- *Understand that living things grow*
- *Know one simple sequence of plant growth*
- *Observe plants in the learning environment*
- *Understand and describe features of other environments through events, stories, photographs e.g. local shops, countryside, structures, other countries*
- *Promote an awareness of environmental print both indoor and outdoor*
- *Model and use simple journey maps through experiences, activities, stories, rhymes e.g. Journey to school*
- *Comment and ask questions about where they live*
- *Recognise and talk about changes in the weather and the impact of this on our way of life*
- *Promote an awareness of seasonal change e.g. winter/spring*
- *Model and use appropriate geographical vocabulary, e.g. house, castle, bridge, stream, river, woods, path, farm*

RE

- *Chinese New Year*
- *Shrove Tuesday/Ash Wednesday*
- *Easter*
- *Holi*

Computing and Digital Technology

- *Giving simple instructions to programmable toy.*
- *Understand that ICT can be used to communicate ideas in the form of text, pictures*
- *Be aware of ICT in their environment e.g telephone, microwave, lawn mower etc*
- *Use ICT to find out information e.g. CD rom, internet*

Building Learning Powers (BLP)

- *Being Resilient like the Tortoise*
- *Introduction to the Resourceful Spider*

Curriculum Enrichment

- *Visit to Pets at Home*
- *Den Building Day*
- *Visitor for Chinese new Year*
- *Visitor for Easter*

British Values

Democracy

- *Deciding together what we would like for role play*

Rule of Law

- *Using the zone board and certificates*
- *Conflict resolution*

Individual Liberty

- *Being healthy and safe*
- *taking care of yourself and others*

Respect and Tolerance

- *Star of the week comments*
- *Exploring different homes and lives*

Philosophy for Children (P4C)

Explore work of artist Klee

Action boxes and story sacks to explore speech thought and feelings in stories

SMSC

Spirituality

Explore values and beliefs, including religious beliefs.

Moral

Encourage pupils to take responsibility for their actions, e.g. in looking after property.

Social

Build relationships with friends and start to work together on activities

Cultural

Explore the homes and lives of others

Explore different cultural experience and celebrations