

## *Foundation Stage One Spring Term- Come outside?*

**Key Questions:** *What farm animals do you know? What do farmers do? Where do we get our food? How do take care of animals?*

**Values of the term:** *Kindness and Integrity*

### ***Communication and Language (C&L)***

- Listening and taking turns in group discussions, games etc
- Listen to and follow 2 part directions/instructions confidently
- Listen to and answer questions related to past/present experiences
- Recalling assimilated information in relation to learning theme, telling 3 facts to peers
- Think, talk and express thoughts, feelings, and ideas in order to communicate needs with greater fluency in relation to
- Use talk for a range of purposes and audiences

### ***Personal Social and Emotional Development (PSED)inc SEAL -Relationships and changes***

- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Can describe self in positive terms and talk about abilities.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### ***Physical Development***

- Explore movement using a variety of eq
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Shows a preference for a dominant hand.

## **Maths**

- *Recognise numbers in print within texts, and school ,home, community environment*
- *Recognise number symbols to 10*
- *Select and use the correct numeral to represent 1-5, up to 10*
- *Estimate the size of a set of objects*
- *Say the number that is 1 more/ 1 less up to 10 (and beyond)*
- *Recognise 1p. 2p and 5p (10p) coins and use in role play situations*
- *Compare sets of objects identifying more/less*
- *Use mathematical language of more than/less than when adding one/taking one away*
- *Count an irregular arrangement of objects up to 10*
- *Shape, space and measures*
- *Begin to recognise and describe some of the features of 3D and 2D shapes eg. Flat, curved, straight*
- *Use mathematical names for 3D and 2D shapes in relation to experiences*
- *Compare objects according to weight, capacity, size and length*
- *Use mathematical language - (More than, less than, more/less, fewer, full/empty, heavy/heavier, light/lighter, longer/shorter )*
- *Understand and use effectively positional language*
- *Recognise and repeat simple patterns*
- *Introduce the concept of reflective symmetry*
- *Know the sequence of the days of the week*
- *Relate personal clock to sequence significant times in the day*

## **Literacy Reading**

- *Expose children to a range of stories, rhymes, songs, poems and rhyme, non-fiction texts*
- *Identify and join in with simple repeated words and phrases and simple rhyming patterns*
- *Predict what they think the rhyme/story is about*
- *Respond and discuss main sequence, characters and events*
- *Begin to use non-fiction texts to develop thinking and talking in relation to the learning theme*
- *When reading, identify and use simple book language (front, back, title, page, author, illustrator)*
- *Recognise and use with increased frequency sounds/graphemes in relation to own name and experiences*
- *Recognise some vocabulary by sight in relation to learning theme*

## **Writing**

- *Use talk to order, sequence and communicate their thinking in relation to thoughts, ideas and experiences when planning for mark-making/writing in small groups*
- *Recognise and use with increased frequency, writing like symbols, some known letters and sounds (e.g. in relation to name and experiences)*
- *Begin to identify initial sound in words especially in relation to name and experiences*
- *Show an awareness of and use some conventions of writing (e.g. left to right directionality, capital letter at start of sentence/name, space, full stop) when writing and reading back in order to convey meaning*
- *Concentrate in small group writing activities and mark make independently for a variety of purposes in relation to learning theme, events and experiences in order to*
- *Use their imagination and growing vocabulary*

## ***Expressive Arts and Design***

- Use plastic modelling materials expressively
- Use digital camera to record in the outdoor area
- Use a ball of clay to make an adventure playground for worms
- Make 3D forms using natural resources such as daisies, twigs, dandelions, leaves etc
- Discuss the intended effect prior to painting
- Choose and use types of paint competently such as mix required powder paint, vary intensity of water colours
- Discuss the qualities of different materials
- Choose from a range of natural and man made printing tools to create a desired effect
- Participate in movement activities using objects as stimulus such as scarf as birds wings, streamers and ribbons for the rain, bubbles for light movements, hoops to tunnel in, out, and around as worms underground
- Alter movements in response to different sounds
- Have opportunities to show and see others responding to music
- Represent a visual narrative
- Engages in role-play based on own first hand experience. May use one object to represent another even when objects have few characteristics in common
- Use their initiative to create props from a range of materials and resources
- Develop a repertoire of actions by putting a sequence of movements together
- Re-enact and create stories based on familiar stories and first hand experiences
- Respond to steady beat with movement (marching, step/step/jump)

## ***Understanding the World***

- Show interest and enjoyment in cultural and religious differences
- Gain an awareness of the cultures and beliefs of others
- Have a developing respect for their own culture and beliefs and those of other people
- Examine animals to observe characteristics and features
- Describe simple sequence of events in a life cycle
- Explore pushes and pulls in the setting (indoors and out)
- Develop opportunities to share stories, talk about and role play stories about personal elements of events in the children's lives
- Understand the daily routine in Nursery in relation to own personal clock
- Know, understand and use key vocabulary, e.g. day, night, before, after, yesterday, today, tomorrow
- Sequence events in their own lives in relation to the passage of time (life cycle of an animal) and future events
- Introduce children to and explore aspects of spring and summer
- Know the sequence of the days of the week
- Visit local places in the environment in relation to the learning them

- Raise an awareness so of environmental print e.g. road signs, traffic signs, street names etc
- Develop simple mapping skills through journeys in relation to the learning theme (e.g. 3D model of 2D picture, woodland walk etc)
- Comment on and ask questions about the natural world
- Begin to identify similarities and differences between features of the local environment
- Discuss the need to care for the local environment
- Model and use appropriate geographical vocabulary, e.g. park, woods, synagogue, railway, village

## ***RE***

- ***Baisakhi (Vaisakhi)***
- ***Ramadan/Eid***
- ***Raksha Bandham***

## ***Computing and Digital Technology***

- *Understand that ICT can be used to communicate ideas in the form of text and use to word process*
- *Use mouse to select and assemble text in a sentence*
- *Be aware of ICT in the environment e.g. telephone, microwave, lawn mower, pedestrian crossing etc*
- *Use ICT to find out information related to the learning theme e.g. CD rom, internet*
- *Program a computer controlled toy using forwards and backwards commands to bring about movement*

## ***Building Learning Powers (BLP)***

- *Being Resilient like the Tortoise*
- *Being resourceful like the spider*
- *Introducing the reflective owl and reciprocal bee*

## ***Curriculum Enrichment***

- *Farm trip*
- *Animal Hullabaloo party*
- *Sports day*

## ***British Values***

### ***Democracy***

- *Deciding together what we would like to learn about farms*

### ***Rule of Law***

- *Understanding why we have class rules*
- *Making up our own rules*

### ***Individual Liberty***

- *Being confident to talk about yourself and your own achievements*

### ***Respect and Tolerance***

- *Understanding others needs and learning more about different cultures and experiences.*

## ***Philosophy for Children (P4C)***

- *Exploring work of the artist Peter Diem.*

## ***SMSC***

### ***Spirituality***

*Encourage children to think about what makes them and others feel better.*

### ***Moral***

*Reward good behaviour and kindness.*

### ***Social***

*Encourage children to respect things that are the same and that are different about each other.*

### ***Cultural***

*Explore the lives of others- farmers  
Explore different cultural experience and celebrations- May Day*