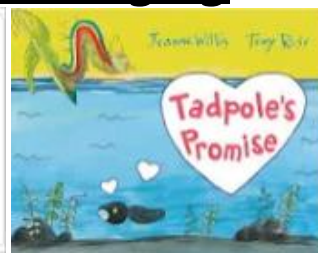
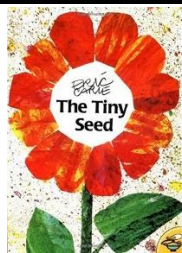


Foundation Term 4: Growing and Changing



As Communicators:

Listening, Attention and Understanding:

Understand why listening is important.

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Use talk to help work out problems and organise thinking and activities

Explain how things work and why they might happen.

Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story through repetition.

Speaking and responding:

Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.

Retell/create own stories for teacher scribing.

Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because', 'next', 'then'.

Use talk to help work out problems and organise thinking and activities.

Learn new vocabulary and use it in different contexts, through the day in discussions and conversations.

Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.

As Citizens:

Expressing our feelings and managing our behaviour:

Can make choices and communicate what they need.

Can name people in school they can turn to if they need help or are worried.

Self-awareness and independence:

Happy to stand up in assembly or in front of the class and share achievements with others.

Can get dressed and undressed for nature school/ PE club sessions.

Begin to show persistence when faced with challenges.

Collaboration:

Knows it is important to work together to look after our classroom resources and our school grounds.

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Social skills:

Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

Jigsaw theme – Healthy Me

Covering: keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.

Discovery RE: - Christianity – What is Easter?

Being Physically Active:

Fine Motor Skills

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Development of threading, weaving, and cutting skills.

Hold a pencil effectively and comfortably. Hold a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

Gross Motor Skills

Continue to develop the overall body strength, co-ordination, balance, and agility needed to undertake future PE sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Further develop and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Develop different ways of moving to interpret and match the music, moving rhythmically in time to the music, using movement to express feelings, ideas and experiences.

Experiment with ways of changing, improving and combining movements together to create a performance.

Our PE day is **Monday**.

Children will need a full indoor PE Kit kept at school. Please ensure that everything is named, including socks and shoes.

<p style="text-align: center;">As readers:</p> <p>Word Reading Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Comprehension Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read to them might end. Give a simple opinion on a book they have read. Recognise repetition of words or phrases in a short text. Use non-fiction texts to gather information.</p>	<p style="text-align: center;">As Mathematicians:</p> <p>Number Continue to develop subitising skills for numbers within and beyond 5, Increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 and connect this to finger patterns and number frames Focus on equal/unequal groups when comparing numbers Understand that two equal groups can be called a ‘double’ and connect this to finger patterns</p> <p>Number 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</p> <p>Space, Shape and Measure Know simple positional language. Use time vocabulary relating to weekly routines and the days of the week. Identify and name more 2D shapes, recognising their properties and using these to sort and classify. Composes pictures from shapes. Recognise, describe and build repeating patterns, including extended core units. Start to compare containers by capacity.</p>	<p style="text-align: center;">As Artists:</p> <p>Make observational drawings and paintings of plants and animals; represent realistic shapes and colours. Create collaboratively sharing ideas, resources, and skills Explore process painting, combining media, tools and skills. Watch and discuss dances and performances. Express feelings and experiences through movement in response to music. Artist Study: Eric Carle.</p> <p style="text-align: center;">As Historians:</p> <p>Compare and contrast things they can do now with things they were able to do as a baby. Talk about how things change over time. Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, ‘Once were giants’, ‘Peepo’, Titch stories. Identify features of growth and change.</p> <p style="text-align: center;">As Geographers:</p> <p>Recognise seasonal changes in the UK; signs of spring/summer. What is the weather like now? How has it changed? Observe and draw plants and animals. Ask questions to clarify their understanding of their immediate environment. Use directional language to describe locations.</p> <p style="text-align: center;">As scientists:</p> <p>Plant and look after seeds. Find out what plants need to grow. Explore lifecycles of plants and animals. Label parts of plants and animals. Explore the natural world, increasing knowledge of seasonal changes, and observing animals and plants. Ask ‘how’ and ‘why’ questions to clarify their understanding. Understand some important processes and changes in the natural world around them.</p>
<p style="text-align: center;">As writers:</p> <p>Composition: Use talk to organise and describe events/experiences. Begin to write a simple sentence with support. Re-read writing to check it makes sense.</p> <p>Spelling: Spell to write VC and CVC words independently using Level 2 and 3 graphemes. Spell some irregular common (tricky) words independently. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> <p>Handwriting: Hold a pencil effectively to form recognisable letters. Know that text is written left to right, down the page Practise letter formation families to aid fluent, legible handwriting. Form lowercase and uppercase letters with increasing confidence, beginning to form correct ascenders and descenders.</p>		

Key Vocabulary:	instructions, labels, punctuation, full stop, exclamation mark, question mark, label, diary, non-fiction, growth, germination, life-cycle, symmetry, change, tadpole, frog, frogspawn, butterfly, caterpillar, chrysalis, stem, leaf, seed, petal, chick, egg, yolk, hatch, incubator, diet.
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Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	How do things change over time? How have I changed? How are lifecycles the same or different for various animals and plants?	Investigating seasonal changes in our local area. What happens when we grow up? What do we need to grow?	Understand how to make and maintain supportive friendships with my peers. Develop strategies to support independent learning. Understand that trying a different way of doing things when faced with a challenge could help change the outcome.

Home learning & Support:	Phonics - Practice new sounds, complete Reading and Writing Minibooks Reading - 3+ times per week, recorded in reading diary.
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