

Foundation Term 4: Traditional Tales



As writers:

Instructions, labels, lists, story maps, descriptions.

Write with a purpose in mind.

Listen for key phonics sounds in words and put these in their writing using the corresponding grapheme.

Write simple words using more sounds (e.g. cvc words).

Write some common irregular words and high frequency words.

Start to write simple phrases and sentences, including some punctuation

(capital letters, spaces and full stops).

Know that text goes from left to right and down the page.

Learn the letter formation families to aid handwriting.

As readers:

Continue to develop phonics knowledge; revising the sounds learned so far and continuing to learn the phase 2 and phase 3 sounds and tricky words.

Using phonics knowledge to read decodable texts using simple CVC words and phrases.

Rereading for meaning after successful decoding.

Develop inference skills.

Discuss a character's feelings and actions.

Describe a character's traits.

Make predictions about what might happen next.

Retell a story using props, actions and story maps, using their own words and recently introduced vocabulary;

As Mathematicians:

Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

Continue to consolidate their understanding of cardinality, working with larger numbers within 10

Become more familiar with the counting pattern beyond 20.

Explore the composition of odd and even numbers, looking at the 'shape' of these numbers

Begin to link even numbers to doubles begin to explore the composition of numbers within 10.

Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

Explore the properties of shapes through composing and decomposing shape pictures, and rotating and manipulating shapes.

As scientists:

Recognise that things are made of different materials which look and feel different from each other. Choose a material for a task based on its properties.

Explore signs of spring in nature.

Look for seasonal changes and patterns in plants and animals.

Plant and grow a bean plant, observing the changes in the plant as it germinates and finding out what a plant needs in order to grow.

As design technologists:

Experiment with materials and techniques to build a house the wolf can't blow down.

Explore alternative ways to get food to Grandma.

Design an alternative way for the Gingerbread man to cross the river.

Build a suitable sturdy chair for Baby Bear.

<p>As musicians: Listen and respond to different styles of music. Embedding foundations of the interrelated dimensions of music (pulse, rhythm & pitch). Learning to sing along with nursery rhymes & action songs. Creating and improvising music using voices and instruments. Singing and learning to play instruments within a song.</p>	<p>As Geographers: Recognise seasonal changes in the UK; signs of spring. What is the weather like now? How has it changed? Observe, question and draw spring plants and spring growth. Use directional language to describe locations. Recognise and compare the environmental features of locations in stories; city vs countryside, Discover and compare foods grown in different places around the world.</p>	<p>Being physically active: Develop overall body-strength, balance, coordination and agility, combining different movements with fluency. Improve core muscle strength to achieve good posture when sitting at a table or on the floor. Confidently and safely use a range of apparatus Work and play cooperatively and take turns with others. Give focused attention to a teachers instructions and follow instructions involving several ideas or actions. Become more independent dressing for PE, including managing a variety of fastenings and looking after our belongings.</p> <p>Our PE day is Monday. Our Outdoor Learning Day (Forest School) is Thursday</p>	<p>As citizens (PSHCE): Healthy Me Jigsaw Puzzle 4: Explore ways to keep our bodies healthy: exercise, healthy eating, rest and sleep, hygiene, road safety, 'stranger danger'. Exploring and making healthy recipes and snacks. Understand that other people like different things to them. Talk about their preferences. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
<p>As artists: Create puppets and props and perform puppet plays based on traditional tales. Observational drawings and paintings of objects, plants and animals; representing realistic shapes and colours. Watch and discuss dance and performance art. Consider how to express feelings through movement.</p>	<p>As Historians: Compare and contrast characters from stories, including figures from the past. Look at how homes have changed over time, comparing our houses and homes to those in traditional tales.</p>		<p>Religious Education: Discuss the Easter Story and it's importance to Christians.</p>
<p>Key Vocabulary:</p>	<p>instructions, descriptions, characteristics, punctuation, full stop, exclamation mark, question mark, label, story map, twist, materials, non-fiction, waterproof, heavy, light, sink, float, fragile, strong, healthy, choices, hygiene, moderation, growth, germination, Easter, cross</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>What is it like in spring? What makes plants grow? Why are some materials better for tasks than others?</p>	<p>Investigating seasonal changes in our local area. How are our homes and lives different now to how it was in the past? What is Easter?</p>	<p>Understand how to take care of my body to grow strong and keep well. 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.</p>

<p>Home learning & Support:</p>	<p>Phonics revision worksheet each week Reading Rainbow Challenge - Reading decodable book to an adult 3+ times per week 1 task per week from topic based homework grid</p>
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