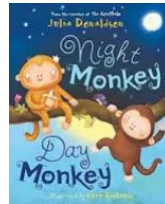
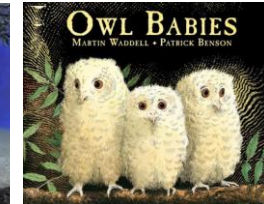
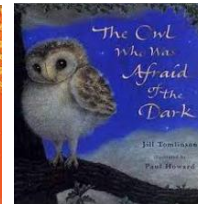
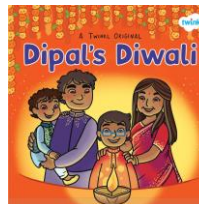
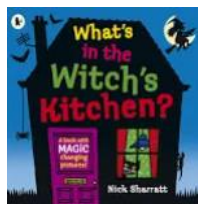


## Foundation Term 2: Light and Dark



### As Communicators:

#### Listening, Attention and Understanding:

Listen carefully and maintain attention in familiar and new situations.

Engage in stories and non-fiction books with interest and enjoyment.

Follow instructions/questions with two parts.

#### Speaking and Responding:

Make relevant comments when listening to a story and can answer 'why' questions. Ask questions to find out more and to check they understand what has been said to them.

Link events in a story to their own experiences.

Respond to others appropriately in play.

Hold a conversation with peers and familiar adults and continue it for many turns.

Use simple conjunctions to link thoughts - 'and', 'because'.

Retell a simple event e.g. 'how I scratched my knee'.

Recognise words that rhyme or sound similar e.g., cat, hat.

### As Citizens:

#### Expressing our feelings and Managing our behaviour:

Show concern for others and show awareness of how their actions may impact on others.

Identify how they are feeling using the Colour Monster toys. Beginning to express their feelings and consider the perspectives of others.

Can usually tolerate delay when needs not immediately met  
Can independently choose areas to play in or resources they would like to use.

With some support can get dressed and undressed for PE.

#### Building relationships:

Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help. Can say when they need help. Begin to take turns and share resources, talk with others to solve conflicts.

#### Jigsaw Theme – Celebrating Difference

Covering Identifying talents, Being Special, Families, Where we live, Making Friends, Standing up for yourself.

### Being Physically Active:

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. E.g. pencils for drawing and writing, paintbrushes, scissors, cutlery. 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.

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

Develop and increase the ability to move in a range of ways, over, under, around and onto equipment safely.

Combine movements together while negotiating equipment, taking turns and sharing equipment in teams.

**Our PE day is Wednesday. Children will need a full indoor PE Kit at school.**

### As Readers:

#### Comprehension

Experience and respond to a range of books, e.g., stories, non-fiction, rhyming/non-rhyming, poetry, etc.

Make simple inferences to answer questions about a familiar story.

Sequence simple events from a familiar story, using puppets, pictures from book or role-play.

#### Word reading

Read individual letters by saying the sounds for them.

Blend with known letters for reading VC and CVC words.

Orally segment for VC and CVC words for spelling

Know some common exception words (the, to, no, go, I)

### As Writers:

Copies adult writing behaviour e.g., writing on a

whiteboard, writing messages, making lists etc

Makes marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

Orally compose a sentence and hold it in memory before attempting to write it.

Orally spell VC and CVC words by identifying the sounds.

Write own name. Form letters from their name correctly.

Recognise that after a word there is a space.

### As Mathematicians:

Subitise numbers 1-5.

Counting objects, actions and sounds – cardinality, accuracy, 1:1 correspondence, finger gnosis, sequence.

Composition of numbers 1-5. Compare the whole and the parts. Compare amounts – more/fewer.

Use language of weight, mass, length and height to compare – e.g. heavy/light.

Recognise and recreate simple patterns.

Identify basic 2D shapes and their properties.

Know simple positional language: under, on top, next to, in front of, behind.

Use time vocabulary relating to daily routines and times of the day: 'evening', 'night', 'bedtime'

<p><b>As Historians:</b> Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas, Diwali. Talk about people from the Past – Jesus, Rama &amp; Sita, Ask questions, use different sources to find answers. Comment on images of familiar situations in the past. Continue to develop a sense of continuity and change by being able to compare characters from stories.</p>	<p><b>As Geographers:</b> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of or community <b>Mapping:</b> Use a globe, map or virtual mapping tools to find countries of interest. Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top</p>	<p><b>As Scientists:</b> Ask questions about the world around them. Know that you can find out information from different sources e.g., internet, books. Investigation into shadows and light sources. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them and make observations and drawing pictures of animals and plants.</p>
<p><b>As Musicians:</b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and singing, performing in a group to an audience.</p>	<p><b>As Artists:</b> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Make marks in response to feelings and sounds. Use new media to create artistic effects – chalk, pastels, glitter Use loose parts to create transient art inspired by our artist study <b>Artist study – Andy Goldsworthy</b></p>	<p><b>As Designers:</b> Explore clay – moulding to shape a thumb pot. Select tools for a purpose (e.g. thin or thick brushes) Use natural materials in projects.</p>

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>What is a light festival? How are they celebrated? Do all people celebrate the same things in the same way? What is it like at night-time? What is a nocturnal animal?</p>	<p>I know about some celebrations from around the world, why people celebrate them, and what they do to celebrate. I can share how I celebrate with my family and find out how other people celebrate with their families. I know why it gets dark at night.</p>	<p>I can read and write! I know that I am unique and special. I can perform in front of an audience. I enjoy being part of whole school celebrations.</p>
<b>Whole School Value of the term</b>	Respect		

<b>Home learning &amp; Support:</b>	<p><b>Reading</b> - please read together at least 3 times per week, daily if possible. Please record in child's Reading Diary each time you read.</p> <p><b>Phonics Practice</b> – this term the weekly home learning will be to revise and practice the phonics sounds we are learning in class – the sound information sheets will be sent to you via Tapestry each day. Please spend 5-10 minutes a day discussing the new sound with your child and take every opportunity to spot the sounds in daily life – whether you hear the sound, see it written down, or can use the opportunity to write the sound.</p> <p><b>Singing</b> - In addition we will be sending home the lyrics for the Christmas songs we are practicing for our Christmas Singalong (details to follow) – please practice at home as often as possible to help your child's confidence in joining in the songs.</p>
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