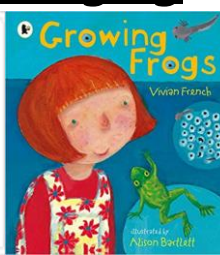
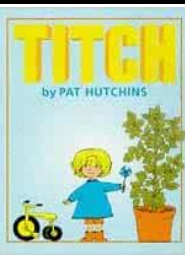
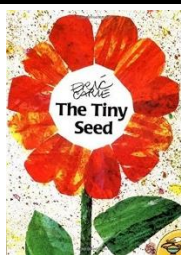


Foundation Term 5: Growing and Changing



As writers:

Instructions, labels, describing words, diaries.

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, CCVC, and CVCC 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).

Re-read their writing to check it makes sense, starting to self-edit and correct.

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

Practise the letter formation families to aid fluent, legible handwriting.

Form lowercase and uppercase letters with increasing confidence.

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 words and phrases.

Re-read simple books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Use non-fiction texts to gather information.

Develop inference skills.

Discuss a character's feelings and actions and describe a character's traits and attributes.

Make predictions about what might happen next.

Learn and use new vocabulary in context.

As Mathematicians:

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

Continue to practise increasingly familiar subitising arrangements, including '1 more' or 'doubles' patterns.

Use subitising skills to identify patterns showing same number but in a different arrangement, or when patterns are similar but have a different number.

Subitise structured and unstructured patterns, including numbers within 10, and in relation to 5 & 10.

Be encouraged to identify when it is appropriate to count and when groups can be subitised.

Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.

Continue to develop confidence and accuracy in both verbal and object counting.

Explore the composition of 10.

Order sets of objects, linking this to their understanding of the ordinal number system.

As scientists:

Plant and look after seeds.

Investigate 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>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/summer. What is the weather like now? How has it changed? Observe, question and draw plants and animals. Use directional language to describe locations.</p>	<p>Being physically active: Continue to develop and refine overall body-strength, balance, coordination and agility, combining different movements with ease and 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, equipment and tools. Work and play cooperatively and take turns with others.</p>	<p>As citizens (PSHCE): Jigsaw Puzzle 5: Relationships Understand ways in which we belong to our community, our family and our school. Explore ways to solve friendship problems when they occur. Understand and demonstrate how to be a good friend to others. Understand some ways in which we can help ourselves and others when they are upset or hurt. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
<p>As artists: Observational drawings and paintings of objects, plants and animals; representing realistic shapes and colours. Watch and discuss dances and performances. Create art in the style of the Author/Illustrator Eric Carle. Explore the use of symmetry in 'squish painting' process art.</p>	<p>As Historians: Compare and contrast things that I can do now with things I was able to do as a baby. Talk about how things change over time.</p>	<p>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>Key Vocabulary:</p>	<p>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, brooder, diet.</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>How do things change over time? How are baby animals different to their parents? How are lifecycles the same or different for various animals and plants?</p>	<p>Investigating seasonal changes in our local area. How have I changed and grown since I was a baby? What is a farm?</p>	<p>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.</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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