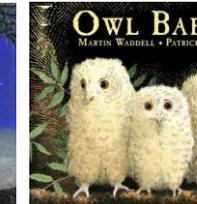
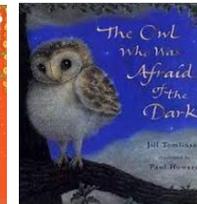
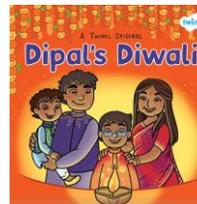
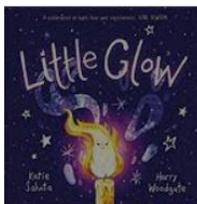
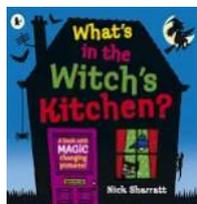


Foundation Term 2: Light and Dark



<p>As Historians: 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 & 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>As Geographers: 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 Mapping: 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>As Scientists: 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>As Musicians: 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>As Artists: 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 Artist study – Andy Goldsworthy</p>	<p>As Designers: 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:
	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?	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.	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.
Whole School Value of the term	Respect		

Home learning & Support:	<p>Reading - 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>Phonics Practice – 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>Singing - 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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