

Foundation Term 2: Toys and Superheroes



As Communicators:

Listening, Attention and Understanding:

Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what that person is saying. Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.

Make predictions about what might happen next or story endings in response to texts read.

Engage in non-fiction books.

Link events in a story to their own experiences. Introduce a storyline into their play.

Consider the listener and takes turns to listen and speak in different contexts.

Speaking and Responding:

Use talk to pretend objects stand for something else in play.

Demonstrate use of past tense verbs, such as "ran" or "fell".

Offer explanations for why things happen. Recount events that happen in their day.

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:

Show pride in own work and achievements.

Understand the behavioural expectations of the setting.

Can explain right from wrong and try to behave accordingly.

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

Beginning to express their feelings and know some strategies to help manage their feelings.

Independence:

Independently manage and communicate their needs; eating, drinking, accessing snack when hungry and accessing the toilet. Manage dressing/undressing for PE with minimal support, looking after own belongings and doing some fastenings themselves.

Choose own activities and select resources they would like to use. Can say when they do and don't need help.

Building relationships:

Continue to build constructive and respectful relationships.

Takes turns and share resources, uses talk to solve conflicts.

Can identify kindness and considerate behaviour of others.

Seeks others to share activities and experiences with.

Shows an interest in finding out about people within their community and in other countries through non-fiction texts, stories, visitors, celebrations.

Jigsaw Theme – Dreams and Goals

Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals.

Discovery RE:

Investigate how people celebrate in different ways, focusing on New Year celebrations around the world: England, China, Persia. Learn about the Hindu festival Holi.

Being Physically Active:

Continue to 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.

Further develop 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, onto and off of equipment safely.

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

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>Comprehension Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Sequence simple events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Word reading Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Know a few common exception words matched to the school's phonic programme. Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p style="text-align: center;">As Writers:</p> <p>Use appropriate letters for initial sounds. Orally compose a sentence and hold it in memory before attempting to write it and uses simple conjunctions. Shows a dominant hand for writing. Developing dynamic tripod grip with good control of pencil for mark making. Writes from left to right and top to bottom of the page. Forms recognisable letters more consistently. Write own name independently. Forms letters from their name correctly. Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly. Recognise that after a word there is a space.</p> <p>Phonics: Consolidate Level 2 skills - Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC Begin Level 3 skills - Know the remaining GPC's for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng</p>	<p style="text-align: center;">As Mathematicians:</p> <p>Continue to develop subitising skills within and beyond 5, and increasingly connect quantities to numerals. Continue to develop counting skills and explore the composition of numbers within and beyond 5. Begin to identify missing parts for numbers within 5 and explore the structure of the numbers 6 and 7 as '5 and a bit', connecting this to finger patterns and the Hungarian number frame. Continue to develop understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. Order numbers and play simple track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>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 months and years.</p>
<p style="text-align: center;">As Historians:</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others. Ask questions, use different sources to find answers. Comment on images of familiar situations in the past. Know that an artefact/item from the past can tell us about what life was like in the past. Know that people can tell us about their own experiences as evidence of what life was like in the past. Continue to develop a sense of continuity and change by being able to compare characters from stories. Visually represent their own recent experiences on a simple chronological timeline.</p>	<p style="text-align: center;">As Geographers:</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and in other countries around the world.</p> <p>Mapping: Use a map or globe to find the countries discussed. Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using positional language e.g. up, down, side.</p>	<p style="text-align: center;">As Scientists:</p> <p>Ask questions about the world around them. Know that you can find out information from different sources e.g., internet, books. 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 Seasonal changes – cold, frost, ice, winter clothing. Explore changes in materials (ice) Explore the natural world around them and make observations and drawing pictures of seasonal changes, animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>

<p>As Musicians: Explore and engage in music making and dance, performing solo or in groups.</p> <p>Increasingly match the pitch, find the pulse and follow the melody when listening to music.</p> <p>Explore how music can make you feel different emotions.</p>	<p>As Artists: Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Make marks in response to feelings and sounds.</p> <p>Look closely at still life object and use lines, shapes and marks and selects colours to represent this object realistically.</p> <p>Use new media and techniques to create artistic effects – pastels</p> <p>Artist study - Artists who use hearts in their art (oil pastels)</p>	<p>As Designers: Use cutting, folding & joining techniques to create Lunar New Year lanterns and dragons.</p> <p>Use cutting and joining techniques to build own models and structures.</p> <p>Select tools for a purpose (e.g. thin or thick brushes)</p> <p>Experience chopping vegetables for a Stir fry.</p>
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Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>How do people celebrate New Year around the world?</p> <p>What were toys like in the past?</p> <p>How does a superhero get their powers?</p>	<p>I know about some celebrations from around the world, why people celebrate them, and what they do to celebrate.</p> <p>I know that you can find out about the past by looking at artefacts and listening to accounts from people who lived in that time.</p> <p>I know how people help each other using their skills and talents.</p>	<p>I can use my phonics knowledge to read and write for a purpose.</p> <p>I know that I can achieve my goals through hard work and perseverance.</p> <p>I can talk about things that I like and things that I am good at and share them with an audience.</p>
<p>Whole School Value of the term</p>	<p>Hope</p>		

<p>Home learning & Support:</p>	<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>
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