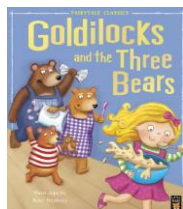


Foundation Term 5: Once Upon a Time



As Communicators

Listening, Attention and Understanding:

Listen to and understand instructions about what they are doing, whilst busy with another task

Listen and continue with an activity for a short time.

Carry out a series of 3 directions.

Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.

Understand 'how', 'why' and 'where' questions.

Speaking and Responding:

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.

Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.

Recount an event or story in the correct order.

Give details that they know are important and will influence the listener E.g., "Jack fell over that stone, Jill didn't push him".

Express ideas about feelings and experiences.

Articulate their ideas in well-formed sentences.

Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"

As Citizens:

Expressing our feelings and managing our behaviour:

Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to this.

Can follow instructions, requests, and ideas in a range of situations.

Self-awareness and independence:

Can talk about their own abilities positively.

Confident to try new activities and say why they like some activities more than others.

Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.

Understands rules linked to road safety.

Collaboration and Social Skills:

Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

Jigsaw theme – Relationships

Covering - identifying some of the jobs I do in my family, how to make friends to stop myself from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words, using 'Calm Me' Time to manage my feelings, know how to be a good friend.

Discovery RE:

Listen to and discuss morality tales from religions and cultures around the world.

Being Physically Active:

Fine Motor Skills:

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Gross Motor Skills:

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Combine different movements with ease and fluency.

PE Focus: Ball Skills

Develop the skills to move a ball in a range of ways – throw and kick a ball at and into a target, catch a ball coming towards themselves, pat and bounce a ball.

Travel confidently in a number of ways (jogging, jumping, hopping, skipping).

Coordinate movements when using small equipment, exercising good control in large and small movements.

Work and play cooperatively and take turns with others. Give focused attention to instructions and follow instructions involving several ideas or actions.

Our PE Day will be Wednesday – Children should bring in indoor and outdoor PE kit this term, kept at school.

Please ensure that everything is named, including socks and shoes.

As Readers: Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play is influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. Word reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and some tricky words. Using phonics knowledge to read decodable texts using CVC, CVCC and CCVC words and phrases. Rereading for meaning after successful decoding. Writing: Write with a purpose in mind: instructions, labels, lists. Write a simple sentence/caption which may include a full stop, capital letter and spaces between words. Spell words by drawing on knowledge of known grapheme correspondences and make phonetically plausible attempts when writing more complex unknown words. Write some common irregular words and high frequency words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.		As Mathematicians: Continue to develop counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek Sort odd and even numbers according to their ‘shape’ Space, Shape and Measure Use time vocabulary relating to weekly routines and the days of the week. Regular opportunities to compare and order quantities and measures. Opportunities to select and rotate shapes to fill a given space. Say why they chose a particular shape and why a different one wouldn’t fit. Opportunities to match arrangements of shapes, using positional language to describe where shapes are in relation to each other. Provide opportunities for children to select shapes to complete picture boards or tangram outlines.		As design technologists: Experiment with materials and techniques to build a house the wolf can’t blow down. Design a trap to catch the Gingerbread man. Follow a recipe to make porridge and to bake gingerbread. 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. 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. Recount an event, orally, pictorial and/or with captions. As Geographers: Recognise seasonal changes in the UK; What is the weather like now? How has it changed? Use directional language to describe locations. Recognise and compare the environmental features of locations in stories; city vs countryside. 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.
Key Vocabulary:	instructions, descriptions, characteristics, punctuation, full stop, exclamation mark, question mark, label, story map, twist, innovate, materials, non-fiction, waterproof, heavy, light, sink, float, fragile, strong,			
Curriculum Drivers:	Curiosity: Why are some materials better for tasks than others?	Knowledge of the wider world: Investigating seasonal changes in our local area. How are our homes and lives different now to how it was in the past?	Aspirations: 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.	
Home learning & Support:	Phonics – Practice new sounds, complete Reading and Writing Minibooks (to be returned on Fridays) Reading – 3+ times per week, please record in reading diary. Maths – Mastering Number at Home – Daily activity/game – write in the diary & return on Fridays.			