

## Learning Overview – Foundation Stage - Ladybirds

Autumn Term 2016

American Indians

### Physical Development

- Gross motor skills - Physical literacy sessions in the hall and outside to develop movement skills, small apparatus skills, gymnastics and dance. Building using bricks, construction kits and recycled materials. Building tepees, dens and houses.
- Exploring and playing in the outside areas (wood, garden and field.) Riding the vehicles and bikes, building obstacle courses, exploring play trays, sandpit, small PE apparatus, the mud kitchen, the water wall and builders yard.
- Fine motor skills - using a range of tools and materials including dough, plasticine, scissors, brushes, tweezers and needles.
- Exploring fiddly fingers games and activities.

### Communication and Language, Literacy

- Stories, myths and legends linked to the theme—Dream Catcher, We're going on a bear hunt, Coyote places the stars, Girl who loved wild horses, The Very Busy Spider, Fire Race and Moon stick. Retelling familiar stories, using puppets and actions.
- Using information books to find out about American Indians and the animals of North America.
- Guided and shared reading.
- Letters and sounds, reading tricky words, sentence writing, letter formation and handwriting. Listening and language games.
- Writing and reading lists, labels and captions. Labelling parts of a house.
- Making up and writing our own stories.
- Using reading and writing during independent play activities.

### Mathematics

- Counting and understanding number. Number rhymes. Sequencing number symbols. Counting quantities. Use more and less to describe numbers and quantity. Writing and reading number symbols. Calculating numbers—addition and subtraction. Using counting and numbers when playing. Solving number problems and challenges. Linking numbers to our theme – eg counting spider legs.
- Using vocabulary to describe and name shapes. Sorting and making 2D and 3D shapes. Finding shapes in our environment. Describing shapes in our model houses.
- Measuring—length, weight and capacity. Measuring our teddy bears to find which bear is the tallest, fattest or heaviest. Making dens big enough for us to stand up in.
- Use everyday language related to time, order and sequence events.

### Final Outcomes

- Making a model of our houses and a model of an American Indian's house.
- Designing and making a dream catcher.
- Building a class totem pole.
- Creating a class story based on a familiar story.
- Making a counting book using the story Ten Little Rabbits.

### Expressive Arts and Design

- Exploring different materials and techniques including clay, printing, collage, painting and drawing.
- Exploring how to join different materials using glue, tape, string, split pins and wire.
- Observation drawings of spider webs, feathers, an Indian headdress and teddy bears. Looking at the patterns, colours and shapes used to decorate tepees and clothes. Painting animals and houses. Building a totem pole. Making models of houses.
- Imaginative play — Small world toys, bricks, train track, tepees, vehicles, wild animals, farm animals, dolls house, puppets and story play trays and scenes.
- Listening to music and singing. Exploring musical instruments—what sounds do they make? Making sound patterns to match a story. Listening and dancing to music.
- Role play— Home corner, builders yard and tepees.

### Understanding the World

- Using ICT programs, drawing and writing.
- Finding out about the culture and traditions of American Indians.
- Finding out about the different types of houses used by American Indians.
- Finding out about our own houses. What are they made of? How were they built?
- Sorting and naming materials used to build houses. Why do they need to be strong and waterproof?
- Making and building strong structures - walls, dens and houses. How to materials fit together?
- Finding out about the animals that live in North America.
- Talking about our own teddy bears? Why is it special?
- Finding out about spiders and why they make a web.