

Half-Term Curriculum Overview



Foundation Stage SPRING Term 1 2019



Cold places and bears

Communication and language

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- **Listening & attention** - Listen to a partner and share ideas. Take part in 'Talk for Learning' activities. Listen to a story and recall some of the events/characters.

Use of 'Rtime' PSHE activities, working in pairs and in building class bonds. Play listening games such as 'Simon says'. Model good listening at all times.

- **Understanding** - use of positional language through Goldilocks and 3 bears, putting items away, etc. Follow 2 and 3 step instructions accurately. Sequence pictures from a simple story. Compare and contrast different polar animals.

- **Speaking** - talking about the similarities and differences of polar animals and their environments. Role play opportunities, e.g. becoming a polar explorer in our role play area. Introduce a storyline into their play. Speak clearly in a small group adding intonation and expression to make it interesting for the listener.

Personal, social and emotional development

- **Making relationships** - Continuous use of the school 'Diamond rules' and expectations through our mission statement. Encouragement of working and playing co-operatively in group situations, e.g. working together to make a den, taking turns in games. To talk about why it is better to do things together rather than on our own. To ask appropriate questions and to listen to what other have to say.

- **Self-confidence and self-awareness** - To talk about things we are good at. To ask adults for help when needed. To talk to others about their ideas, interests and opinions.

- **Managing feelings and behaviour** - Continue to work for individual and class rewards/stickers and discuss how their behaviour can affect others. Encourage sharing of equipment. Circle time-taking it in turns to speak & share feelings. To learn how to negotiate and solve problems without aggression.

Physical development

- ▢ **Moving & handling** - Continue to develop manipulation skills by using different materials to make igloos/dens. Use 'dough gym' to encourage the development of muscles in the hands. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. walking in deep snow, sliding on the ice. Learning how to jump and land safely, and how to travel around, over, under and through balancing and climbing equipment.

Use scissors correctly and safely. Practice holding a pencil correctly to form letters.

- ▢ **Health & self care** - Continue to reinforce indoor and outdoor boundaries & what we could do when we begin to feel too hot or cold, e.g. put coat on/off. Why do we need to wear warm clothes in cold weather and less clothes in warm weather? Why do we take our coats off when we are inside? Continue to encourage good personal hygiene, e.g. washing hand after the toilet or before snack. Discuss alternative, healthy snacks, e.g. cucumber, pepper and the need for variety in food. Exploring how we feel when we have been exercising, e.g. we feel out of breath, our hearts beat faster.



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✓ Visit the St Clare's website to: read the latest class news, look at photo slideshows and go to the *Parents' Page* to access resources to help you support your child learn at home!

Literacy development

▢ **Reading** -Reading words and captions in phonics and in simple reading books. Recognise and name story characters, to use story language eg Once upon a time. To talk about and sequence stories. To hear and say the sounds in words.

To know that print carries meaning and that we can get information from books and computers. To learn high frequency words and to read words using the phonic skill of blending.

• **Writing** -Using phonics to write simple words and sentences. Make a book about polar animals. Write a caption for a picture of a polar animal. Handwriting activities using sand, water, foam etc. Writing lists of rhyming words.

Understanding the world

▢ **People & communities**- Talk about the things we like to do with our families. Discuss how we feel when do things together. Find out about Chinese New Year.

▢ **The world**- Learn their home address.

Look at features of different environments, e.g. role play walking in snow. Compare the arctic with where we live. Make observations about the animals that live in the arctic eg some have thick fur or a layer of fat to keep them warm.

▢ **Technology**-Continue to use class computers-to develop simple mouse control. Use the Learn Pads to improve fine motor skills such as writing numbers/letters. Use Learnpads to take photos.

Mathematics

• **Numbers** -Reading and counting using numbers to 10 and beyond. Select the correct number to represent a group of objects. Number songs involving addition and subtraction. To estimate how many objects there are in a group. Finding answers to simple number problems, e.g. how many more do we need? Find the total number of two groups. To find out one more and one less from a group of objects. To record number problems with their own marks.

• **Shape, space & measure**- Measure the length of toys. Compare it with another animal - is it longer/shorter? Recognise coins and make amounts with coins- winter toy shop.

Expressive arts and design

▢ **Exploring & using media & materials** - , Continue to construct using various materials. Select appropriate materials and learn how to adapt work where necessary. Make cold colour collages, penguins. Paint polar animals.

Singing songs and adding actions. Adding percussion to stories & poems.

▢ **Being imaginative**-Develop role play to represent a home environment and link to Goldilocks and the 3 bears .

Encourage children to play cooperatively and to develop a story with their play

Homework

Read with your child at least **3 times a week**. Please sign your child's diary.

Phonics homework sent on a Wednesday to be handed in on Monday.

Please continue to practice all the **letter sounds** that we have sent home.

Encourage your child to write simple words/sentences using their phonic skills- they need to be able to do this independently in order to be at the **expected level** at the end of the year.

Do the weekly Maths Challenge.

Your child needs to recognise all numbers to 20, put them in order and be able to count a group of objects accurately. This is the **expected level** at the end of the year.