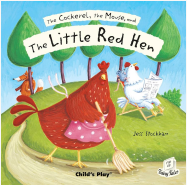
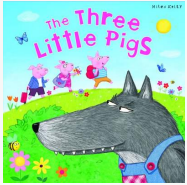
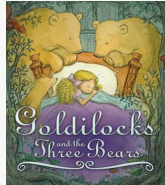
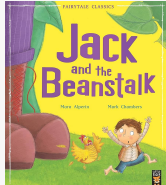
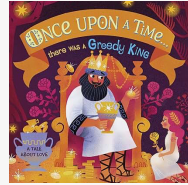
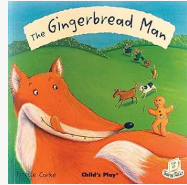
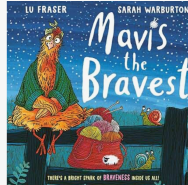


# Foundation Stage

## Summer 2 - Once Upon a Time .....Long Ago

### I see, I observe and I wonder.....

#### Reading Library - Once Upon a Time Long Ago.....

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Core Text</b>	 <p><b>The Cockerel, the Mouse, and The Little Red Hen</b> Jess Stockham <b>Traditional tale</b></p> <p><b>(Fiction)</b></p>	 <p><b>The Three Little Pigs</b> Miles Kelly <b>Classic text</b> <b>Good versus evil, resilience</b></p> <p><b>(Fiction)</b></p>	 <p><b>Goldilocks and The Three Bears</b> Amanda Askew <b>Classic text</b></p> <p><b>(Fiction)</b></p>	 <p><b>Jack and the Beanstalk</b> Mara Alperton and Mark Chambers <b>Classic text</b> <b>Good versus evil</b></p> <p><b>(Fiction)</b></p>	 <p><b>Once Upon a Time there was a Greedy King</b> Mama Anderson <b>Classic Text</b></p> <p><b>(Fiction)</b></p>	 <p><b>The Gingerbread Man</b> Estelle Corke <b>Classic Text</b> <b>Feelings and relationships</b></p> <p><b>(Fiction)</b></p>	 <p><b>Mavis the Bravest</b> Lu Fraser <b>Relationships, friendship, Courage</b></p> <p><b>(Fiction)</b></p>
<b>Vocabulary (bold words = core vocabulary children are expected to use within the setting)</b>	Shutters, valley, hinges, bad-tempered, fetch, stream, boil, parcel, leapt, wailed, comfortable, chores	Cartload, escape, getaway, sturdy, peeked	Exclaimed, whined, sighed, wandering	Countryside, widow, cottage, patched, clutched, magnificent, feast, scolded, axe	greedy, chamber, palace, weary, traveller, chariot, beyond, horror, despair, wept	Gingerbread, molasses, vaulted, meadow, grazing, drooled, jeered, figures, distance, gaping	Slumbering, faint, rafters, relief, perch, brimming, smothered, braveness, twanged
<b>Supporting Books</b>  Reading across the Curriculum  Laying the foundations for Science, Geography, History, Art, R.E.  Additional books linked to curriculum subjects are used within Continuous Provision e.g. construction, water area,	<b>Animals on the farm</b> <b>Environment, resourceful, Geography</b>  <b>(Non-Fiction)</b>	<b>The Three Little Wolves</b> Noah Pickholtz <b>Traditional tale, Good versus evil, resilience</b>  <b>(Fiction)</b>	<b>The Ghanaian Goldilocks</b> Dr Tamara Pizolli <b>Traditional tale</b> <b>Race, crime</b>  <b>(Fiction)</b>	<b>The Smartest Giant in town</b> Julia Donaldson <b>Classic text, friendship, relationships, resilient.</b> <b>(Fiction)</b>	<b>The Princess and the Pea</b> Rachel Isadora <b>Feelings and relationships</b> <b>African Tale and Myth</b> <b>The Princess and the Pea</b> Chloe Perkins <b>Classic Text</b>  <b>(Fiction)</b>	<b>Baking with Dad</b> Aurora Cacciapuoti <b>Resourceful</b>  <b>(Fiction)</b>	<b>What makes Me a Me?</b> Ben Faulks <b>Feelings, Relationships, friendship, Courage</b>  <b>(Fiction)</b>

<p><b>Supporting books - diversity, inclusivity, gender, feelings, disabilities, families</b></p> <p><b>Personal Development core books</b></p> <p><b>Additional books linked to personal development are within Continuous Provision e.g. reading area</b></p>	<p>Love Corrinne Averiss <b>Ethnicity, Emotions</b></p> <p>Fruits: A Caribbean Counting Poem Valerie Bloom <b>Cultural Diversity</b></p> <p>Mole's Spectacles Julia Donaldson <b>Visual impairment</b></p> <p>Loud Rose Robbins <b>Hearing impairment</b></p> <p>Words and Your Heart Kate Jane Neal <b>Feelings, Moral dilemma</b></p>			<p><b>Supporting Books - Seasonal Changes</b></p>	<p>Sun Sam Usher</p>	<p><b>Key Rhymes and Poems to enjoy and learn</b></p>	<p>Fantastic First Poems Musical Maths - counting, number, algebra and mental arithmetic.</p> <p>Spaced-learning and retrieval of all rhymes and poems</p>
<p><b>Enhancements and Celebrations</b></p>	<p>Land Artist to work in school with the children.</p>	<p>Harvesting potatoes</p>	<p>Making porridge  Cooking with potatoes</p>	<p>Planting broad beans</p>	<p>Transition to Year 1</p>	<p>Bake a gingerbread man</p>	<p>Transition to Year 1</p>
<p><b>Parental Links</b></p>					<p>Stay and Play session</p>	<p>Reports home with EYFS Profile results</p>	

**Critical Thinking - Lines of Enquiry - Developing Communication and Language Skills in a Dialogic Classroom**

<p align="center"><b>Lines of enquiry</b></p> <p align="center"><b>Critical thinking</b></p>	<p align="center"><b>Season and weather change</b></p>	<p align="center"><b>Developing social phrases</b></p>	<p align="center"><b>Developing sentence structure</b></p>	<p align="center"><b>Makaton - Non-verbal communication</b></p>
<p>Can you describe the differences between a countryside and a town?</p> <p>Can you explain where you would you prefer to live the countryside or the town?</p> <p>What cultural differences can you spot between the difference versions of the Goldilocks and Princess of the Pea stories?</p> <p>How have you changed in the first year at school?</p> <p>What is a city? What is the capital city of our country?</p> <p>Who is the King?</p> <p>What is a country?</p> <p>What is different in other countries?</p>	<p>What seasonal changes can we observe?</p> <p>How can we recognise summer? What happens in summer? How does temperature change over a day?</p> <p>Discuss the day of the week (today, yesterday and tomorrow), weather, month and season.</p>	<p><b>Body language:</b></p> <p>With adult support, work together to collectively explore/ agree ideas.</p> <p>Know that it is okay to change an opinion after collectively exploring ideas.</p> <p><b>Modelled language:</b></p> <p>I can express my thoughts and feelings regarding the transition from Foundation Stage to Year 1</p> <p><b>Talk partners/dialogic teaching:</b></p> <p>I can use sentence stems to agree, build and challenge a peer's idea.</p> <p>I agree with..... because.....</p> <p>I want to build on.....idea because.....</p> <p>I challenge .....idea because.....</p>	<p>Why are you using that tool?</p> <p>When did you last have pizza?</p> <p>When did you go in the garden?</p> <p>Can you ask a question using what and where?</p>	<p>Signed stories</p> <p>Same but different too</p> <p>We're going on a Bear Hunt</p> <p>Amazing</p> <p>The Very Hungry Caterpillar</p> <p>Dear Zoo</p> <p>The Five of Us</p> <p>Brown Bear, Brown Bear, What do you see?</p>

## Learning Outcomes - Development Matters - Summer 2 - Prime Areas of Learning

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><b>Children who need to continue to consolidate 3-4 years</b></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Learn rhymes, poems and songs.</li> <li>- Engage in non-fiction books.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class &amp; 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p><b>Children who need to continue to consolidate 3-4 years</b></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</li> <li>- Progress towards a more fluent style of moving, with developing control and grace.</li> <li>- 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.</li> <li>- 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 spoons.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Combine different movements with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> </ul> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery. Demonstrate strength, balance and coordination when playing</i></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing.</i></p> <p><i>Begins to show accuracy and care when drawing.</i></p>	<p><b>Children accessing Reception:</b></p> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs - Personal hygiene</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>Be confident to try new activities and show independence resilience and perseverance in the face of challenge.</i></p> <p><i>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</i></p> <p><i>Shows sensitivity to their own and others needs.</i></p>

## Learning Outcomes - Development Matters - Summer 2 - Specific Areas of Learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Children accessing reception:</b>  <b>Reading @ Reception:</b></p> <ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school’s phonic programme.</li> <li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>Writing @ Reception:</b></p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense.</li> </ul> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p><b>Through the NCTEM ‘Mastering Number Programme’ all children will be learning to:</b></p> <ul style="list-style-type: none"> <li>- <b>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</b></li> <li>- <b>Count objects, actions and sounds.</b></li> <li>- <b>Link the number symbol (numeral) with its cardinal number value</b></li> <li>- <b>Count beyond ten</b></li> <li>- <b>Compare numbers – linked to 9 &amp; 10</b></li> <li>- <b>Understand the ‘one more than/one less than’ relationship between consecutive numbers – linked to 9 &amp; 10</b></li> <li>- <b>Automatically recall number bonds for numbers 0 to 5 (Work beyond these objectives when the MN programme is complete to prepare children for accessing the Year 1 Mathematics National Curriculum)</b></li> </ul> <p><i>Have a deep understanding of number to 10, including the composition of each number</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i></p> <p><i>Subitise up to 5</i></p> <p><i>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</i></p> <p><i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>	<p><b>Past and Present: Children working @ reception:</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>People, Culture and Communities: Children working @ reception:</b></p> <ul style="list-style-type: none"> <li>- Understand that some places are special to members of their community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>The Natural World: Children working @ reception:</b></p> <ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Recognise some environments that are different to the one in which they live.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><i>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</i></p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non fiction texts.</i></p>	<p><b>Art: Children working @ reception:</b></p> <ul style="list-style-type: none"> <li>- Explore use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Performance: Children working @ reception:</b></p> <ul style="list-style-type: none"> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the processes they have used.</i></p> <p><i>Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><i>Perform songs, rhymes, and (when appropriate) moves in time to music.</i></p>

