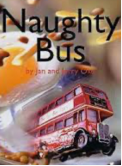
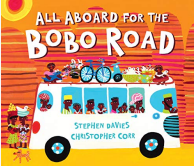
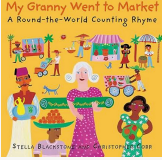


Foundation Stage

Spring 1 - Places Around the World

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

Reading Library - Material Matter - Spring 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text	 <p>Naughty Bus Jan and Jerry Oke Reflective, Environment</p> <p style="text-align: center;">(Fiction)</p>		 <p>All Aboard the BoBo Bus Stephen Davies Cultural diversity Geography, environment</p> <p style="text-align: center;">(Fiction)</p>		 <p>My Granny Went to Market Stella Blackstone Cultural diversity Geography, environment</p> <p style="text-align: center;">(Fiction)</p>	
Supporting texts	<p>Metal, Wood, Glass (Non-fiction) Science</p>	<p>Plastic, Rock, Paper (Non-fiction) Science</p>	<p>Wheels on the Bus song</p> <p>Bus Poem</p>	<p>Step into the Desert (Non-fiction) Geography, environment</p>	<p>Step into the Desert (Non-fiction) Geography, environment</p>	<p>The Emperors Eggs Geography, environment Survival, empathy, courage (Non-fiction) Poles Apart Geography, environment (Fiction)</p>
Vocabulary	traffic, buildings, wait, go, important, passengers		luggage, waterfall, jungle, sequence, desert, mountain		knotted, temple, fierce, lanterns, clanking, spiralled, booming, mountains, cluttered	
Enhancements and Celebrations	Curiosity cube: Blackpool landmarks	Naughty Bus trip round Blackpool to visit local landmarks		Make jambalaya on the fire pit		Curiosity cube Fruit tasting
Parental Links			Phonics workshop	Mathematics workshop	Writing workshop	Safer Internet Parental workshop

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

<p align="center">Lines of enquiry</p> <p align="center">Critical thinking</p>	<p align="center">Season and weather change</p>	<p align="center">Developing social phrases</p>	<p align="center">Developing sentence structure</p>	<p align="center">Makaton - Non-verbal communication</p>
<p>Are all objects made from the same material? Can you predict which items float or sink? Can you test your prediction and explain what happened? Can you describe and test which material would be the best to build a house, boat or a den?</p> <p>Can you describe where in the world you live? Can you investigate how different countries are the same and different?</p> <p>Can you describe how food tastes and discuss the similarities and differences in the textures?</p>	<p>To know extreme weather types such as storm, thunder and lightning.</p> <p>Discuss the day of the week, weather and month of the year.</p> <p>To know the different weather associated with Winter.</p>	<p>Body language: Continue to develop listening and ascending skills by increasing the amount of time I can listen and ascend.</p> <p>Modelled language: Good morning How are you today? I am....How are you? (reciprocate)</p> <p>What day is it today? What is the weather like today?</p> <p>Talk partners/dialogic teaching: I can take turns in a conversation with my talk partner. I can use the visual cue to show that I want to ...Agree, Build or Challenge...</p>	<p>Oral rehearsal of sentences: using the connecting word 'and'</p> <p>Colourful semantics What Where When Who Why?</p>	<p>I feel sad. I feel angry. I feel frightened. I feel worried.</p>

Learning Outcomes - Development Matters - Spring 1 - Prime Areas of Learning

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <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 & 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>Consolidate - 3-4 years</p> <ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Reception:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing - Progress towards a more fluent style of moving, with developing control and grace. - 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. - 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. <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</i></p>	<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Increasingly follow rules understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. <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>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</i></p> <p><i>Shows sensitivity to their own and others needs.</i></p>

Learning Outcomes - Development Matters - Spring 1 - Specific Areas of Learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Phonics - Stages 2 and 3 taught in groups as per the needs of the individual Focus on 'blending' the sounds that they have learned to read and 'segmenting' sounds to support spelling.</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. <p>Writing @ 3-4 years - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write the handwriting patterns to support cursive script.</p> <p>Children accessing reception: Reading @ Reception: - 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. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly.</p> <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>Number: Children working @ reception:</p> <ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers using the vocabulary 'more than', 'less than', 'fewer than', 'the same as', 'equal to'. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. <p>Shape, Space and Measure: Children working @ reception:</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns (including AB, ABB and ABBC) Compare length, weight and capacity. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Subitise – linked to 5 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 5 & 6 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 5 & Automatically recall number bonds for numbers 0 to 5 <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity Subitise up to 5 Automatically recall number bonds up to 5 Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally 	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. <p><i>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Knows some similarities and differences between religious and cultural communities in this country, drawing on experiences that they have read in class.</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> Explore use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <p>Performance: Children working @ reception:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. <p><i>Invent, adapt and recount narratives and stories with peers and their teachers.</i></p> <p><i>Sings a range of well known nursery rhymes and songs.</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) moves in time to music.</i></p>

