
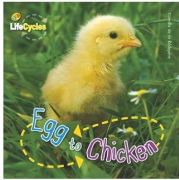
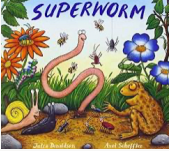


# Foundation Stage

## Spring 2 - Animal Habitats - Who lives where?

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

#### Reading Library - Animal Habitats - Who Lives Where? - Spring 2

Week	Week 1 23.2.26	Week 2 2.3.26	Week 3 9.3.26	Week 4 16.3.26	Week 5 23.3.26	
<b>Core Text</b>	 <p style="text-align: center;"><b>Farmyard Hullabaloo</b> Giles Andreae <b>Relationships, science</b> (Fiction- rhyme)</p>		 <p style="text-align: center;"><b>Egg to Chicken</b> Camille de la Bedoyere <b>Science</b> (Non-fiction)</p>		 <p style="text-align: center;"><b>Superworm</b> Julia Donaldson <b>Relationships, friendship, heroism, survival, courage</b> (Fiction - rhyme)</p>	
<b>Vocabulary</b>	Sties, snorting, stables, stomping, barn, bleating, faithful, joyful, clamber, snuffle, chortling,		pip, hatch, chick, incubate, incubator, hatchling, vickers, crop,		squirm, disaster, major, lasso, drowning, lair, mutters, servant, fright	
<p>Supporting Books</p> <p>Reading across the Curriculum</p> <p>Laying the foundations for Science, Geography, History, Art, R.E.</p> <p>Additional books linked to curriculum subjects are used within Continuous Provision e.g. construction, water area,</p>	<p><b>Yucky Worms</b> Vivian French <b>Environment</b></p> <p>(Non-fiction)</p>	<p><b>Watch Me Grow: Frog</b> Discovery Kids <b>Science</b></p> <p>(Non-fiction)</p>	<p><b>We are going on a Bear Hunt</b> Michael Rosen <b>Classic text</b></p> <p><b>We are going on a Lion Hunt</b> Michael Rosen <b>Cultural, diversity</b> (Fiction)</p>	<p><b>Tidy</b> Emily Gravett <b>Environment, friendship, relationships</b> (Fiction)</p>	<p><b>Watch Me Grow: Butterfly</b> Discovery Kids <b>Science</b></p> <p>(Non-fiction)</p>	<p><b>Ramadan - First Festivals</b> <b>Cultural, religion, ethnicity, empathy</b></p> <p>(Non-Fiction)</p> <p><b>The Very First Easter</b> <b>The Beginner's Bible</b> <b>Cultural, religion, ethnicity</b></p>

<p>Supporting books - diversity, inclusivity, gender, feelings, disabilities, families</p> <p>Personal Development core books</p> <p>Additional books linked to personal development are within Continuous Provision e.g. reading area</p>	<p>Jabari Tribes Gaia Cornwall <b>Ethnicity</b></p> <p>Dadaji's Paintbrush Rashmi Sirdeshpande <b>Ethnicity</b></p> <p>A Superpower Like Mine Dr Ranj Singh <b>Physical disabilities</b></p> <p>A World for You and Me Usu Asika <b>Celebrating Diversity</b></p> <p>The Lonely Giraffe Peter Blight <b>Loneliness</b> <b>Empathy</b></p>		<p><b>Supporting Books - Seasonal Changes</b></p>	<p>Little Cloud Anne Booth (Fiction) <b>Science, environment</b></p> <p>Storm Sam Usher</p>	<p><b>Key Rhymes and Poems to enjoy and learn</b></p> <p><b>10 Green Bottle</b> <b>10 in a Bed</b></p>	<p>Focus on poems with rhyming words, onset-rime, word endings and grammar. A Yellow Poetry Paintbox Bingo Lingo - Supporting Literacy with Songs and Rhymes Tom Thumb - developing maths with songs and rhymes</p>
<p><b>Enhancements and Celebrations</b></p>	<p>Incubator chicken eggs</p> <p>Make a wormery</p>	<p>World Book Day - dress up as a book character</p> <p>Shrove Tuesday 17th Feb Ash Wednesday 18th Feb Ramadan 17th Feb - 18th March</p>		<p>Bug hunting and developing a bug hotel</p>	<p>Farm Trip</p>	<p>Planting seeds in the garden</p>
<p><b>Parental Links</b></p>					<p>Parents' Evening x 2 evenings</p>	<p>Stay and Play Session - Garden Area Monday, Wednesday</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>What is a lifecycle? What are the different stages in different animal life cycles?</p> <p>What is an environment? How are environments similar and different? How can we help look after our environment? Can you explain how things grow? What changes and grows? What is a habitat? Can you compare habitats? Can every animal live in the same habitat? Can you design a house for a mini beast? Can you assemble a bug house?</p> <p>Can you describe where food comes from?</p>	<p>What seasonal changes can we observe? How can we recognise Spring? What happens in Spring?</p> <p>Discuss the day of the week (today and yesterday), weather, month and season.</p>	<p>Body language:</p> <p>Modelled language:</p> <p>Talk partners/dialogic teaching:</p> <p>What did you do last night?</p>	<p>Can you use personal and possessive pronouns?</p> <p>Who? What doing? What? Where?</p>	<p>cow pig chick goat</p>

## Learning Outcomes - Development Matters - Spring 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>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary.</li> <li>- Use new vocabulary through the day.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>- Develop social phrases.</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 and non-fiction.</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> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</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.</i></p> <p><i>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 3-4 years:</b></p> <ul style="list-style-type: none"> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>- Understand gradually how others might be feeling.</li> <li>- Be increasingly independent in meeting their own care needs,</li> </ul> <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>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>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</i></p>

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

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Phonics</b> - Stages 2, 3 and 4 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><b>Reading @ 3-4 years:</b> Understand the five key concepts about print:  <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul>           Develop their phonological awareness, so that they can:  <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </p> <p><b>Writing @ 3-4 years</b>            - 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><b>Children accessing reception:</b>  <b>Reading @ Reception:</b>            - 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><b>Writing @ Reception:</b>            - Form lower-case and capital letters correctly.            - Spell words by identifying the sounds and then writing the sound with letter/s.            - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.            - Re-read what they have written to check that it makes sense.</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><b>Number:</b>            - Subitise (recognise quantities without counting) up to 10.            - Count objects, actions and sounds.            - Link the number symbol (numeral) with its cardinal number value.            - Count verbally beyond twenty.            - 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> <p><b>Shape, Space and Measure:</b>            - 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> <p><b>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</b>            - 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.            - Link the number symbol (numeral) with its cardinal number value            - Count beyond ten            - Compare numbers – linked to 7 &amp; 8            - Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 7 &amp; 8            - Automatically recall number bonds for numbers 0 to 5</p> <p><i>- Have a deep understanding of number to 10, including the composition of each number.</i>  <i>- Verbally count beyond 20, recognising the pattern of the counting system</i>  <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>  <i>- Subitise up to 5</i>  <i>- Automatically recall number bonds up to 5</i>  <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>            - Talk about members of their immediate family and community.            - Comment on images of familiar situations in the past.</p> <p><b>People, Culture and Communities: Children working @ reception:</b>            - 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> <p><b>The Natural World: Children working @ reception:</b>            - 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> <p><i>Talks about their lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>Describe their immediate environment using knowledge from observation, 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><b>Art: Children working @ reception:</b>            - 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> <p><b>Performance: Children working @ reception:</b>            - 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> <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 stories with others. Make use of props and materials when role playing characters in narratives and stories.</i></p>

