

### Expressive Arts

- 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.
- 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.

### Communication and language

- Articulate their ideas and thoughts in well-formed sentences.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Engage in non-fiction books.
- Learn new vocabulary and use it throughout the day and in different contexts:

### Physical Development

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping etc.
- Further develop the skills they need to manage the school day successfully.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style, which is fast, accurate and efficient.
- Develop overall body-strength, balance, co-ordination and agility.

### Personal, social and emotional development

- 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.
- Manage their own personal hygiene needs.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

### Literacy

- 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.
- Form lower-case and capital letters correctly
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

### Foundation Stage – Spring 1 2021

#### **Space**

#### **We are going to be promoting our school values of...**

Excellence – trying to be our best  
Determination – keeping on trying, even when it's hard!  
Teamwork – working together to resolve conflicts  
Kindness – sharing with our friends  
Being Unique – thinking about how our families are unique

### Understanding the world

- Compare and contrast characters from stories including figures from the past.
- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

### Maths

- Count objects, actions and sounds.
- Subitise (know an amount without counting)
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Recall number bonds for numbers 0–5.
- 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.
- Compare length, weight and capacity.



### Expressive Arts

- Outdoor Art – creating a nebulous using powder paint
  - Colour mixing
- Listening to the sounds of the planets – how do they make us feel?
  - Using musical instrument to accompany Twinkle Twinkle Little Star
    - Marble art to create planets
- Creating concertina dragons to celebrate Chinese New Year
  - Space art – bubbles/foil

### Communication and language

Communication and Language is a highly valued aspect of our curriculum. Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interests. Adults engage children in high quality interactions where children share their ideas and are supported to elaborate through the use of questioning, the introduction of new vocabulary and focused modelling. Stories, rhymes and songs are shared regularly throughout the day in order to support and develop children's vocabulary and language development.

### Physical Development

- This term we will be doing Gymnastics in our PE sessions. – We will be learning to make different shapes with our body and how to use equipment correctly and safely.
- We will also continue to practise our balancing and coordination skills that we started to learn about last term.
- We will also be using our fine motor skills to rescue stars from slime using tweezers, making aliens with playdough and picking chocolate chips out of cookies using tools!

### Personal, social and emotional development

This term we will continue to work on building good relationships with the other children in our class.

Alongside this we will explore the following;  
Keeping safe – How can we keep ourselves safe when we are outside? How can we keep ourselves safe when we are online? Who do we need support from to help keep us safe?

Listening to our feelings – What does my body feel like when I am happy? What does my body feel like when I am sad? What does my body feel like when I am angry? What can I do when I have these feelings?

Looking after myself and my friends – What do I enjoy doing with my friends? How can I be a good friend?

### Foundation Stage Spring 1 2021 Space

#### We are going to be promoting our school values of...

Excellence – trying to be our best  
Determination – keeping on trying, even when it's hard!  
Teamwork – working together to resolve conflicts  
Kindness – sharing with our friends  
Being Unique – thinking about how our families are unique

### Understanding the world

- Celebrating Chinese New Year
- Exploring figures from the past
- Comparing different environments both in space and on Earth
- Learning about the different planets.
- Learning about astronauts.

### Literacy

- Start to learn some phase 3 sounds including digraphs. (2 letters that make one sound.)
- Learn some phase 3 high frequency words and be able to read them by sight. (**was, he, she, we, me, be**)
- Continue practising writing sentences and captions with sounds that we have learnt.
- Practise using a capital letter, finger spaces and a full stop in our sentences.
- We will learn to sound out words in a sentence and then re-read it without sounding out for fluency.
- We will be writing facts about what we have learnt about Space. This will include reading a range of non-fiction books and learning about some famous astronauts.
- We will be reading lots of space related books.

### Maths

This term, children will be continuing to learn about numbers up to 10. They will also be exploring comparisons of height, length and weight. Children will:

- Exploring the composition of the numbers 7, 8 and 9.
- Understand 1 more and 1 less than a given number to 9.
- Combine 2, 1 digit numbers.
- Measure height, length and weight.
- Compare weight, length and height.
- Represent numbers learnt so far in different ways.
- Subitise numbers learnt so far.
- The number bonds of numbers learnt so far.