

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.

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.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Communication and language

- Learn new vocabulary and use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Foundation Stage – Spring 2 2022

On the Farm Skills

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

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.

Understanding the world

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.

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

Children will...

- Make various own farm animal crafts, thinking about textures, which they will add to a collaborative piece of farm artwork.
- Role play opportunities: barn, farm and farm shop.
- Observational drawings of spring flowers.
- Learn 'Spring Chicken' song using actions.
- Make model tractors with moving parts.
- Design a Mother's Day card.
- Explore how to use oil pastels to create a picture of blossom following our spring walk.
- Design Easter cards
- Make chocolate Easter nests!

Personal, social and emotional development

- Learning to talk about our worries and knowing who can help us when we have a problem.
- Continue to develop relationships with our friends.
- Learning how to solve conflicts with our friends and when we need to seek support from an adult.
- Think about the feelings of others in different situations.
- Learning how people express different emotions and how we know how someone is feeling.
- Learning how to care for and look after a variety of animals.
- Continue to think about how we can keep ourselves healthy by eating a range of healthy foods.

Literacy

- Learning more phase 3 sounds including digraphs. (2 letters that make one sound.)
- Learning more phase 3 high frequency words and be able to read them by sight. (**be, my, by, so, do, they, some**)
- Continue writing sentences and captions with sounds that we have learnt.
- Continue using a capital letter, finger spaces and a full stop in our sentences.
- We will learn to spot digraphs in words, sound them out and then re-read them for speed.
- We will be sharing books such as Chicken Licken, Rosie's Walk and Oh Dear.

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 highly 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.

Foundation Stage – Spring 2 2022

On the Farm Learning Activities

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

Physical Development

- In our PE sessions this term we will be taking part in some dance sessions from a dance coach.
- We will be learning to move our bodies to music, joining movements together to make a short routine.
- We will also be learning to perform our movements to a group.
- We will also be refining our skills when using the bikes and scooters. We will be practising co ordinating our way around a track.
- We will also be continuing practising using a variety of tools, particularly gardening tools to help us plant seeds.

Understanding the world

- Planting seeds, learning the parts of a plant and taking care of plants.
- Learning about the life cycle of a chicken.
- Walking around and drawing a map of our local area.
- Programming the beebots to move from a to b.
- Making bread.
- Visiting a farm
- Celebrating Ramadan.

Maths

- This half term we will be focusing on the numbers 11-17.
- We will continue to practise identifying one more and less than a given number.
- Recalling number bonds to 10 in lots of different ways.
- Making numbers 11-17 in different ways. Particularly identifying that they have 1 ten and some ones each.
- Continue to practise adding 2 numbers together using apparatus.
- Continue practise counting forwards and backwards beyond 20, starting at different numbers.