

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

- I understand that I need to exercise to keep my body healthy.
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices.
- I know how to help myself go to sleep and understand why sleep is good for me.
- I can wash my hands thoroughly and understand why this is important.
- I know who my safe adults are and how to stay safe if they are not close by me.

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.

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.

Foundation Stage – Spring 2 2023

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

- Comment on images of familiar situations in the past.
- 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 what different exercises we can do to keep healthy and why we need to exercise.
- Play physical games and feel the effects of exercise on our bodies.
- Explore healthy and unhealthy foods and why we need to have a balanced diet.
- Sharing and talking about our bedtime routines and learning why we need sleep to keep healthy.
- Learn how to wash our hands in the best way to prevent the spread of germs.
- Understand why we need to wash our hands and when we need to.
- Reading the story of 'Little Red Riding Hood' to understand the concept of Stranger Danger.
- Talk about who our safe adults are and what we would do if we ever got lost or separated from them.

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. (**my, by, so, do, come**)
- 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 The Odd Egg.

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 2023

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

- This term in our PE lessons we will be taking part in some dance sessions from a dance coach.
- We will be learning to move our bodies to music and put movements together to make a short dance routine.
- We will also be continuing to practise using the balance bikes and scooters, particularly how to manoeuvre them around a track.
- We will also be continuing to build our fine motor control by using a range of small tools. Our main focus will be using gardening tools to plant a range of seeds in our Foundation Stage garden.

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 on a route
- Making bread.
- Celebrating Ramadan.
- Learning about why Easter is special to Christians.

Maths

- We will be exploring the composition of numbers up to 10.
- We will continue to practise identifying one more and less than a given number up to 10.
- We will be recalling number bonds to 10 and exploring how to make them using concrete objects.
- We will be practising writing the digits from 0 - 9
- Using familiar apparatus to explore making numbers such as a tens frame, part whole model and number line.
- Continue to practise adding 2 numbers up to 10 together using apparatus e.g. $6+2=$
- Continue practise counting forwards and backwards beyond 20, starting at different numbers.