

### **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 2024**

#### **Real Life Superheroes**

#### **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.



## Personal, social and emotional development

Children will be...

- Learning what different exercises we can do to keep healthy and why we need to exercise.
- Playing physical games and feeling the effects of exercise on our bodies.
- Exploring 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.
- Learning how to wash our hands in the best way to prevent the spread of germs.
- Reading the story of 'Little Red Riding Hood' to understand the concept of strangers.
- Talk about who our safe adults are and what we would do if we ever got lost or separated from them.

## 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.

## Physical Development

- This term we will be working on our fundamental movements. This means practising using our muscles to jog, jump, hop, skip, roll and gallop. We will practise these through lots of fun games and activities in the hall and in our outdoor area.
- We will also continue to practise our balancing and coordination skills.
- *In the provision children will access the outdoor area to enable them to negotiate the space via a range of movements, build their strength and develop their balance and learn how to move equipment safely around the area.*

## Expressive Arts

Children will have the opportunities to...

- Junk modelling buses by joining boxes using different materials
- Sing known songs and learn new ones
- Roleplaying emergency service workers using taught vocabulary.
- Create art and crafts linked to real life superheroes
- Painting Spring flowers
- Paint a portrait of their future self

*In the provision children will have access to a range of tools and materials for them to explore and consolidate their learning.*

## Foundation Stage – Spring 2 2024

### **Real Life Super Heroes 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

## Understanding the world

This term, children will...

- Learn about the people who help our community.
- Experience visits from the Fire and Ambulance service
- Learn about Ramadan and why this is important to Muslims
- Learn about Easter and why this is important to Christians

## Literacy

### **In Literacy, children will...**

- Continue to retell stories and be introduced to new vocabulary.
- Read a variety of non-fiction and fiction stories
- Focus on writing simple sentences with capital letters, finger spaces and full stops.
- Continue to develop their letter formation
- Continue to use their phonics skills to independently write words and sentences that can be read by others.

### **In phonics, children will...**

- Continue with their Phase 3 learning
- Consolidate their learning in phase 2 and 3.
- Continue to read books which match their phonic knowledge.

*In the provision children will have access to a range of reading and writing material for them to explore and consolidate their learning.*

## Maths

### **In Maths children will...**

- Consolidate their learning of numbers to 10 through counting, comparing and representing amounts.
- Continue to practice automatically recalling their number bonds up to 5 and some number bonds to 10
- Continue their learning about 1 more and 1 less.
- Deepen their understanding of doubling
- Explore odd and even numbers
- Recognise and name 3D shapes
- Find 2D shapes in 3D shapes
- Find 3D shapes in the environment
- Copy and continue patterns
- Find patterns in the environment

*In the provision children will have access to a range of mathematical apparatus for them to explore and consolidate their learning.*