

Foundation Stage Overview-Spring Term 3 & 4

Teachers: Mrs Houghton, Mrs Whittingham & Mrs Irving

TAs: Mrs Abery, Miss Stone, Mrs Mortimore & Mrs Johnson

Topic for the term - Growth, Community & Cultures.

<u>English</u> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s ('Fred Talk') 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.	<u>Drawing Club</u> In Drawing Club, we learn about the vocabulary, characters and key phrases from the story. We write our own adventures and sentences about the story/animation. Our texts/ Animations this term are: • Non-fiction texts about 'people who help us' • You can't call an Elephant in an emergency • Handa's Surprise • The Three Little Pigs • The Wombles (Animation) • Supertato • Wiffy Wilson • The Gingerbread Man • Lila & The Secret of Rain • Super Kid
<u>Communication & Language</u> Recall and begin to explain new vocabulary. Be hooked in by the events of a story they enjoy. Link new vocabulary to their lived experiences. Role-play characters from common and known stories. Begin to explain what happens next in a story they have heard before. Recognise if something doesn't make sense to them. Use vocabulary learnt from stories. Talk about different types of stories read, such as non-fiction books. Sing a range of different songs.	<u>Phonics</u> Read, write, inc. set 1 and set 2. Recognising and blending sounds to build words. High-frequency & common exception words.
<u>Maths</u> Count backwards from 10. Match quantities to numerals up to 15 and then to 20 Count, order and recognise numbers to 20. Confidently find 1 more and 1 less. Talk about the properties of 2D shapes. Talk about the properties of 3D shapes. Find total of 2 groups of objects to 5. Explore number bonds to 5.	<u>Expressive Arts & Design</u> Add objects to malleable materials to make more stable structures. Talk about the art pieces, they have created. Combine fabrics using glue. Experiment with different textures. Weave using large scale construction. Sequence objects to make a pattern. Add paint onto an item to make a print. Mix colours using different paints. Choose particular colours for a purpose. Use vocabulary related to our topics. Play cooperatively as part of a group to develop and act out a narrative.
<u>Personal, Social & Emotional Development</u> <u>Jigsaw:</u> Dreams and Goals To attempt an activity on my own. To come back to an activity later after a break. Healthy Me To attempt an activity in my own way To respond to my bodies needs	<u>PE</u> PE will be <i>Gymnastics</i> and <i>Games</i>. PE is on a Tuesday for both classes. Please send your children in their PE kits each Tuesday.

Physical Development

Gross Motor

Straighten or bend limbs for clear definition of shapes.

Use a prepared brace position when receiving a ball or sports equipment.

Look carefully and extend your arm when sending a ball or sports equipment.

Work in a space safely.

Move in a space with large steps and small steps.

Point at a target to improve aim. Do this before and after throw/roll/kick.

Change direction avoiding others.

Fine Motor

Begin to size letters consistently.

Grip a pair of scissors in one hand and to open and close them loosely.

Thread smaller beads.

Hold a knife and a fork in each hand.

Be able to fasten a zip independently.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Grip a pair of scissors and exert pressure with them.

Place objects such as small pegs into boards.

Scoop items using a fork and move the fork horizontally.

Understanding The World

Find places I know on a simple plan of the school.

Name things I can see in front of me, to the side of me and behind me.

Make a simple map (plan) of a room in my home.

Compare the houses, food and clothing in Kenya with my home and school.

Make simple observations of different environments.

Identify different weather patterns.

Compare my day with Handa's.

Compare the houses, food and clothing in Kenya with my home and school.

Name different colours that could be used during a Holi celebration.

Parts of the Body - arms, legs, feet, hands, body, head and parts of the head - ears, eyes, nose, mouth, teeth.

Teeth need to be cleaned twice a day to keep them healthy.

Common fruits are: apple, banana, orange, lemon, strawberries. Common vegetables are: carrots, peas, beans, potato.

Different vegetables and fruits are grown in different countries depending on the weather.

Some foods, which contain lots of sugar, can damage your teeth.

Spare Clothes

Please bring in spare clothes that the children can leave at school for the term. They may need these following toileting accidents or if they get wet or dirty in the outside area.

Helping your child at home:

- Read and talk about books
- Try to read at least 3 times a week
- Internet research of topics.
- Talking about their school day
- Talking about & using number in a variety of situations
- Encouraging independence (including getting dressed)

Reading at home

- Try to read at least 3 times a week.
- Share favourite books, magazines and look for print in the environment.
- Reading books will be changed once a week.
- Library Books will be changed once a week.

Notes for parents:

- Please remember that if you have a change of who is collecting your child, please ensure that you have made the class teacher aware beforehand or that they are on the pink collection sheet.
- Email reception@stmichaels.reading.sch.uk for any questions or messages.
- Please check that you can access your Tapestry accounts.
- Please cut grapes if you are sending your child in with them for snack or lunch.
- Please remember that we are a nut free school, this includes chocolate spread.
- Please practise putting on coats, gloves and scarves and fastening zips on coats.
- Please practise using cutlery at home.