

Foundation Stage Two

Summer Term – ‘Down on the Farm’

As readers, our children will use the following texts to support their learning:



Fiction

‘How to Make a Scarecrow Picture Book’ by Kim Wilde
Little Red Hen

‘Farmer Duck’ by Martin Waddell

‘Oliver’s Vegetable’ by Vivian French

Non-Fiction

‘Farms Around the World’ by Kelly Caffney

‘Farm Animals! - From Cows to Chickens’

Poetry

‘Old MacDonald had a farm...’

As readers our children will begin to:

- retell stories and narratives
- talk about the stories they have heard and read using vocabulary acquired through stories, non-fiction texts, rhymes, poems and role play experiences
- read and understand simple sentences containing taught grapheme correspondences and common exception words

In Phonics the children will be following ‘Letters and Sounds’ Phase 4.

- blend to read CVCC and CCVC words
- segment to spell CVCC and CCVC words
- read and spell simple two-syllable words
- reading simple captions and sentences
- read and write some high-frequency and ‘tricky’ words

Marshland Moments

11. Visit a farm
12. Make a scarecrow and donate to the community

Engaging Parents

Scarecrow Building

The parent and carers will be invited to attend a scarecrow building session.

Phonics Workshop

The parent and carers will be invited into school to attend a phonics workshop

Transition Meeting

The parent and carers will be invited into school to attend a transition meeting in preparation for Year 1.

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- represent, order and explore numbers to 20
- explore addition as counting on and subtraction as taking away
- explore numbers and strategies
- count forwards and backwards
- grouping and sharing
- find one more or fewer
- coin recognition and values (combinations to total 20p)
- describe capacities
- compare volumes, weights and lengths

As writers our children will begin to:

- write sentences using recognisable letters which are correctly formed, punctuated by a capital letter and full stop
- read their own writing to check it makes sense

Personal, Emotional and Social Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:

- develop my independence
- working together/taking turns with my peers in the classroom
- work collaboratively with peers and adults
- begin to demonstrate resilience and perseverance when facing things I find challenging
- show sensitivity to others

Communication and Language will be an integral part of the daily activities and classroom environment. These areas will be a focus for this term:

- participate in discussions where I express my ideas
- engage in non-fiction books
- use non-fiction books to develop my knowledge and vocabulary

Physical Development will be an integral part of the daily activities and the classroom learning environment. These areas will be a focus for this term:

- **Fine Motor Control** – ‘Funky Finger’ station will encourage children to take part in activities to strengthen their fingers, Handwriting sessions will support children holding a pencil and forming letters correctly.
- **Gross Motor Control** – Club Doncaster will be leading P.E. lessons where the children will develop their balance, coordination and agility.

As scientists, our children will:

- learn how to care for plants and animals
- observe the changes in the weather and learn about the seasons of the year

As artists, our children will:

- use a selection of tools and techniques to join materials
- create observational paintings and drawings

As musicians, our children will:

- join in singing some nursery rhymes and action songs
- experiment playing some untuned musical instruments

As members of the school community our children will:

- work collaboratively with their peers to achieve a shared goal
- show care and concern for others in our school community

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

- ‘Where do we belong?’
- ‘What is special about our world?’

As computers and users of technology, our children will investigate:

- use purple mash paint programme
- take photographs using the iPads and digital cameras