

Foundation Stage Two

Summer Term – ‘Down on the Farm’

As readers, these are some of the texts our children will use to support their learning:



‘How to Make a Scarecrow Picture Book’ by Kim Wilde
 The Little Red Hen
 ‘Farmer Duck’ by Martin Waddell
 ‘Oliver’s Vegetable’ by Vivian French
 ‘Farms Around the World’ by Kelly Caffney
 ‘Farm Animals! - From Cows to Chickens’

Little Wandle Letters and Sounds Revised
Summer 1 Phase 4

Short vowels with adjacent consonants

- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes:

–ing, –ed /t/, –ed /id/ /ed/, –est

New tricky words

said so have like some come love do were here little
 says there when what one out today

Summer 2 Phase 4 graphemes

Phase 3 long vowel graphemes with adjacent consonants

- CVCC CCVC CCCVC CCV CCVCC
 - words ending in suffixes:
- ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est
- longer and compound words

Review all taught so far

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.

Transition Meeting

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

Developing ‘Literacy’ skills in word reading and comprehension, children will be able to:

- retell stories and narratives
- talk about the stories that they have heard are read using vocabulary acquired through stories, non-fiction texts, rhymes, poems and role-play experiences
- read and understand simple sentences containing Phase 2, 3 and 4 phoneme-grapheme correspondences and common exception words.

Developing ‘Literacy’ skills in writing, children will be able 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

As mathematicians, our children will follow the White Rose scheme:

Superhero 20 and Beyond

Building numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate and manipulate

First then Now

Adding more, taking away, Spatial reasoning, compose and decompose

Find My Pattern

Doubling, Sharing & grouping, even and odd, spatial reasoning, visualise and build, compare mass, compare capacity

On the Move

Deeping understanding

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

- show sensitivity to others
- demonstrate independence, perseverance and resilience when tacking challenges
- working together/taking turns with my peers in the classroom
- work collaboratively with peers and adults

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 offering explanations and expressing their 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:

Gross Motor Skills

The children will have access to the outdoor provision area throughout the school day. The provision includes a digging sand area, large construction materials and space to run, all of which will contribute to the development of gross motor skills and control.

Fine Motor Skills

The children will access three handwriting sessions a week. These sessions will be influenced by 'Dance Write' and will use music and movement to improve motor skills to help develop writing. There will also be a 'Funky Fingers' provision area, construction area, creative corner and writing area which will all contribute to the development of fine motor skills and control.

Through 'Understanding the World', our children start their learning journey as scientists, historians and geographers. They also begin to explore the differences in people. Children will:

- looking at past and present farm machinery
- comparing farming in other countries
- caring for plants and animals
- exploring habitats and contrasting units.

Through 'Expressive Arts and Design', our children start their learning journey as artists, designers and musicians. Children will:

- using a variety of tools and techniques to design and build animals
- role play 'on the farm' in outdoor provision
- retell familiar stories using small world farm resources.

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?'