

Foundation Stage One

Spring Term – ‘999 Emergency!’

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



Fiction

‘Emergency’ by Margaret Mayo
 ‘Vet’ by Lucy George

Non-Fiction

‘A Day in the Life of a Firefighter’ by Heather Adamson
 ‘People Who Help Us – Police Officer’ by Rebecca Hunter

Poetry

Selection of Class Nursery Rhymes linked to Emergencies and People who help us.

Foundations for Phonics Little Wandle

- Listening, rhyming, syllable and sound games
- Sounds – s a t p i n m

What’s in the box, sound game, blend from the box, oral blending game

Nursery Rhymes – Round and round the garden, Row, row, row your boat, The grand old Duke of York, The wheels on the bus, Twinkle, twinkle, little star, Wind the bobbin up, 1,2,3,4,5 Once I caught a fish alive, A sailor went to sea, sea, sea, Baa, baa black sheep, Down at the station, Hey diddle, diddle

Marshland Moments

Perform a nursery rhyme

Dress up as a book character

Engaging Parents Daddy Day

The Dads, Grandpas, Uncles etc will be invited in to promote positive male role models

Developing Literacy skills in comprehension and word reading, children will:

- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Begin to be aware of the way stories are structured, and to tell own stories.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Recognise words with the same initial sound, such as money and mother.

Developing Literacy skills in writing, children will:

- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.
- Includes mark making and early writing in their play.
- Shows a preference for a dominant hand.

As mathematicians, our children will:

- Number 3
- Number 4
- Number 5
- Number 6
- Height and length
- Mass
- Capacity

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 appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Increasingly follow rules, understanding why they are important.
- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.

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

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

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:

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Show a preference for a dominant hand.

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:

- comment and ask questions about aspects of their familiar world
- identify people who help us in the local Moorends community
- follow and create simple maps of the local area
- find out how to take care of animals and pets
- begin to have their own friends
- show interest in the lives of people who are familiar to them

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

- experiment with a range of musical instruments, investigating how they can make the sounds louder and quieter
- collage using a variety of materials
- explore colour mixing