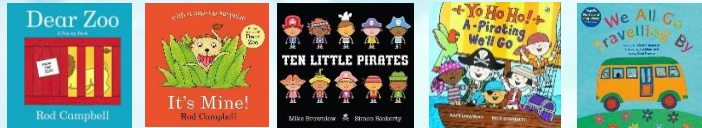


Foundation Stage One

Summer Term – ‘Adventure Awaits’

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



Fiction

‘Dear Zoo’ by Rod Campbell

‘It’s Mine’ by Rod Campbell

‘Ten Little Pirates’ by Mike Brownlow and Simon Rickerty

‘We All Go Travelling By’ by Sheena Roberts

Poetry

‘Yo Ho Ho, a Pirating We Will go’ by Kaye Umansky and Nick Sharratt

Foundations for phonics Little Wandle

- Listening, rhyming, syllable and sound games

- Sounds - l j v w y z q ch ck x sh th ng

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

Nursery Rymes – Hickory, dickory dock, Humpty Dumpty, Incy, wincy, spider, Jack and Jill, Mary, Mary quite contrary, Miss Molly had a dolly, One, two buckle my shoe, Pat a cake, Ring a ring a roses, Round and round the garden, Row, row, row your boat, The Grand old duke of York, The wheels on the bus.

Marshland Moments

Plant seeds and watch them grow in the outside area

Make a bouquet

Engaging Parents

Seed Planting Event

The parent and carers will be invited into school to attend a seed planting morning.

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

- Engages in extended conversations about stories, learning new vocabulary.
- Talks about events and principal characters in stories and suggests how the story might end.
- Understands the five key concepts about print:
 - o Print has meaning
 - o Print can have different purposes
 - o We read English text from left to right and from top to bottom
 - o The names of the different parts of a book
 - o Page sequencing
- Develops phonological awareness, so that they can:
 - o Spot and suggest rhymes
 - o Count or clap syllables in a word

Developing Literacy skills in writing, children will:

- Writes some letters accurately.
(letter formation card accessed independently)
- Begins to write some initial sounds to label pictures.
- Writes some or all of their name.
(plausible attempt without name card)
- Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.

As mathematicians, our children will learn:

- Sequencing
- Positional language
- More than/fewer
- 2D shape
- 3D shape
- Number composition
- What comes after
- What comes before
- Numbers to 5

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:

- Find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
- Remember rules without needing an adult to remind them.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Understand gradually how others might be feeling.

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

- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

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:

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use a comfortable grip with good control when holding pens and pencils.

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:

- plant and grown plants from seeds and bulbs
- comment and ask questions about scientific concepts such as floating and sinking
- observe the weather and the changes in the seasons

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

- experiment with a range of textures
- create collages using different materials
- mix colours
- experiment with a range of musical instruments, investigating how they can make the sounds louder and quieter