

## 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’ by Kim Wilde  
 The Little Red Hen  
 ‘Farmer Duck’ by Martin Waddell  
 ‘Oliver’s Vegetables’ by Vivian French  
 ‘Farms Around the World’ by Kelly Caffney  
 ‘Old Mikamba had a farm’ by Rachel Isadora

#### Marshland Moments

Meet a farm animal

Make a scarecrow

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

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

#### Developing ‘Literacy’ skills in writing, children will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

#### 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

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

- To 20 and beyond
- How may now?
- Manipulate, compose and decompose
- Sharing and grouping
- Visualise, build and map

**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:**

- Thinking about the perspectives of others
- Seeing themselves as a valuable individual
- Building constructive and respectful relationships

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

- Retelling the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Articulating ideas and thoughts in well-formed sentences.
- Connecting one idea or action to another using a range of connectives.

**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**

- Combine different movements with ease and fluency.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Further develop the skills they need to know and talk about the different factors that support their overall health and well-being including: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

**Fine Motor Skills**

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

**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:**

- Look at past and present farm machinery
- Compare farming in other countries
- Learn about caring for plants and animals
- Explore habitats, animals and their young and jobs on the farm
- Bake bread
- Taste test vegetables

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

- Use 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.
- Make paintings of farm animals
- Make wooden spoon scarecrows

**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?'