

Foundation 1 SpringTerm 3 Topic: JOURNEYS	
<p>COMMUNICATION AND LANGUAGE</p> <p>Listening and attention To be able to listen to stories with increasing attention and recall. To be able to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. To be able to follow directions and instructions.</p> <p>Understanding To be able to understand use of objects To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. To respond to simple instructions (eg. Get or put away object) To respond to instructions involving a two-part sequence. Begin to understand 'why' and 'how' questions. To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Speaking To be able to retell a simple past event in correct order. To be able to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To question why things happen and give explanations. Asks e.g. <i>who, what, when, how.</i> To use talk in pretending that objects stand for something else in play To be able to use language to imagine and recreate roles and experiences in play situations. To be able to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>LITERACY</p> <p>Reading To be able to listen to and joins in with stories and poems, one-to-one and also in small groups. To be able to 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. To be able to listen to stories with increasing attention and recall. To describe main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. To recognises familiar words and signs such as own name and advertising logos. To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Writing To write their name (on-going). To give meaning to marks, symbols, drawings, letter like shapes, a-z letters to communicate their understanding of story characters/events.</p> <p>Books: Mr Gumpy's outing Mr Gumpy's motor car The train ride Rosie's walk Whatever next</p>
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Making relationships To be interested in others' play and starting to join in.. May form a special friendship with another child. To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To keep play going by responding to what others are saying or doing. To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Self-confidence and self-awareness To separate from main carer with support and encouragement from a familiar adult. To express own preferences and interests To select and use activities and resources with help. To enjoy responsibility of carrying out small tasks. To be more outgoing towards unfamiliar people and more confident in new social situations. To become confident to talk to other children when playing, and will communicate freely about</p>	<p>MATHEMATICS</p> <p>Number To count sets of objects-one object to one number To draw 3, 5, 10 objects—represent numbers in different ways To play a matching games of numbers to pictures To sing number rhymes To estimate/guess number of objects in a jar To play number recognition games- duck fishing game, snakes and ladders To find one more than a number to 3, 6,10</p> <p>Space Shape Measure To sort out 2-d shapes into the dinosaurs basket and naming the shapes To create pictures using various shapes, 2D and 3D. To sort dinosaurs out object by different features To talk about, compare and order objects by different criteria To be able to describe their relative position such as 'behind' or 'next to'.</p>

own home and community.
To show confidence in asking adults for help

Managing feeling and behaviour

To express their own feelings such as sad, happy, cross, scared, worried.
To responds to the feelings and wishes of others.
Aware that some actions can hurt or harm others.
To show understanding and cooperate with boundaries and routines.
To be able to inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
Begin to accept the needs of others and can take turns and share resources, sometimes with support from others..

NEW CHILDREN:

To say goodbye to their parent/carer.
To participate in the routines with support
To settle into the new class- learn about classroom environment, where the toys are, toilets, asking for adults for help/or indicating that they need help

EXPRESSIVE ARTS & DESIGN

Exploring and using media and materials

To sing a few familiar songs and learn new songs
To imitate movement in response to music. To move rhythmically to different types of music
To tap out simple repeated rhythms.
To learn and understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
Beginning to be interested in and describe the texture of things.
To use various construction materials to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces, joining construction pieces together to build and balance.
To realise tools can be used for a purpose.
To understand that different media can be combined to create new effects

Being imaginative

To create movement in response to music.
Sings to self and makes up simple songs.
To make up rhythms.
To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
To engage in imaginative role-play based on own first-hand experiences.
To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
To choose particular colours to use for a purpose.
To introduce a storyline or narrative into their play.

UNDERSTANDING OF THE WORLD

People and communities

To show interest in different occupations and ways of life.

The world

To comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
To talk about some of the things they have observed.
Talks about why things happen and how things work.

Technology

To show an interest in technological toys.
To know how to operate simple equipment.
To be able to complete a simple program on a computer.
To use ICT hardware to interact with age-appropriate computer software

PHYSICAL DEVELOPMENT

Moving and handling

To be able to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
To be able to mounts stairs, steps or climbing equipment using alternate feet..
To be able to catch a large ball.
To be able to use one-handed tools and equipment, e.g. scissors.
To be able to hold pencil between thumb and two fingers, no longer using whole-hand grasp and use it with increasing /good control.
To be able to an copy some letters, e.g. letters from their name.
To be able to jump off an object and lands appropriately.

Health and self-care

To be able to tell adults when hungry or tired or when they want to rest or play.
Observes the effects of activity on their bodies.
To understand that equipment and tools have to be used safely.
To gain more bowel and bladder control and can attend to toileting needs most of the time themselves..
To dresses with help (3 y.o)
To dress independently (4 y.o)
To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Key activities overview

- Getting to know their peers and adults, making friends, learning where the toys are.
- Learning /embedding classroom routines
- Explore journeys and transport related stories
- Act out and retell stories
- Communicate their understanding of the stories through painting and drawing
- Label drawings by making marks, writing signs, symbols, letters, letter like shapes.
- Discuss how children travel to school
- Discuss children's experiences of using different types of transport
- Learning to ask questions to find out more about objects
- Make models of different/favourite types of transport
- Explore and learn how to join part of the models together
- Learn songs about travelling/transport
- Act out how we could travel by different types of transport
- Explore on the ipads images/videos of transport and travelling