

Foundation 1 SPRING 2 Term 4 Topic: IN THE GARDEN	
<p>Literacy (Both ELGs Reading Writing)</p> <p>To listen to and join in with traditional stories that take place in different settings-discuss possible story places Books: Red Riding Hood, 3 Billy Goats, Jack and the beanstalk To distinguish environmental sounds, rhyming words (phase one phonics) To learn phase 2 set 5 and phase 3 set 6 & 7 by sound (then recap all the letters of the alphabet by sound) Talk about who is in the story or a rhyme and what happened, talk about setting To give meaning to marks, symbols, drawings, letter like shapes, a-z letters when communicating independent drawings and drawings related to learnt stories. To write their name</p>	<p>Mathematics (Both ELGs)</p> <p>To sing nr rhymes and songs involving adding and taking away: 5 frogs, 10 in the bed, 5 ducks, 5 monkeys, 1 potato, 1 man went to mow To count actions and lined up objects using 1-1 correspondence up to 5/10/20 To count the number and describe the shape of treasures found in the garden. I can find and collect 3, 5, 10 objects – I can recount them to check my number. To separate a group of 3-4 objects in different ways- understand that the total does not change. To use marks/symbols/drawings to represent their numbers or counted objects. To talk about size of story characters and their size (3 billy goats). To use correct words to describe position of an object. To explore 2D and 3D shapes through construction: name, describe, build, balance, sort</p>
<p>Communication and Language (All 3 ELGs)</p> <p>L: To listen to stories with increasing attention and recall. <i>Reading link</i> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. To focus attention – still listen or do, but can shift own attention.-ongoing To be able to follow directions (if not intently focused on own choice of activity).</p> <p>U: To understand use of objects (e.g. <i>“What do we use to cut things?” EAD cooking link</i> To show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. <i>Maths SSM link</i> To respond to simple instructions (eg. Get or put away object) Begin to understand ‘why’ and ‘how’ questions.</p> <p>S: To retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 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 gives explanations. Asks e.g. <i>who, what, when, how</i>. To build up vocabulary that reflects the breadth of their experiences. To uses talk in pretending that objects stand for something else in play, e.g, <i>‘This box is my castle.’ EAD link</i></p>	<p>Personal, Social and Emotional Development (All 3 ELGs)</p> <p>To observe what is happening in the classroom and then join in with others or play alongside/ being kind/helping To express their preferences- make choices of learning activities To learn 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. To became aware of own feelings, and knows that some actions and words can hurt others’ feelings. To begin to accept the needs of others and can take turns and share resources, sometimes with support from others. To learn to tolerate delay when needs are not immediately met, and understands wishes may not always be met. To learn to adapt behaviour to different events, social situations and changes in routine.</p> <p>NEW CHILDREN: To say goodbye to their parent/carer. participate in the routines with support To settle into the Green Class- learn about classroom environment, where the toys are, toilets, asking for adults for help/or indicating that they need help</p>
<p>Physical Development (Both ELGs)</p> <p>MH: To learn 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 mount stairs, steps or climbing equipment using alternate feet and walk downstairs, two feet to each step while carrying a small object. To learn to catch a large ball. To draw lines and circles using gross motor movements. To use one-handed tools and equipment to effect changes to materials .e.g. makes snips in paper with child scissors. To hold pencil between thumb and two fingers, no longer using whole-hand grasp.(younger ch-n) To hold pencil near point between first two fingers and thumb and uses it with good control. (older ch-n) To copy some familiar letters, e.g. letters from their name and begin to form recognisable letters. To use anticlockwise movement and retrace vertical lines.</p> <p>HSc: To observe the effects of activity on their bodies. To understand that equipment and tools have to be used safely.</p>	<p>Understanding the World (All 3 ELGs)</p> <p>PC: To show interest in the lives of people who are familiar to them. To recognises and describes special times or events for family or friends. To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>W: To talk about some of the things they have observed such as plants, animals, natural and found objects. (visit to secret garden, collect various natural objects, observe animals –chicken, bee cam) To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.</p> <p>T: Knows how to operate simple equipment, e.g. ipad camera computer To shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (program BeeBots) To complete a simple program on a computer.</p>

<p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (younger ch-n) To dresses with help (younger ch-n), e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. To dress independently (older ch-n)</p>	
<p>Expressive Arts & Design (Both ELGs)</p> <p>To create observational painting and drawing of objects found in the garden and of other natural objects. To explore objects found in the garden by looking, touching, tasting or smelling them To make representational collage of a garden To explore modelling tools- observe effect on modelling materials on wet soil and compost To learn new songs related to garden and nature To engage in role play home/garden/outdoor living/getting ready for cold weather To explore various instruments and listening to the different sounds To explore different cooking ingredients by looking, touching, tasting or smelling them and observe changes as they are heated, cooled etc To construct by stacking blocks vertically and horizontally, making enclosures and creating spaces. To make up rhythms</p>	<p>Kitchen</p> <p>To learn to estimate, measure, weigh To use senses to explore cooking materials and develop vocabulary to describe various ingredients and foods. To learn to work safely and hygienically.</p>
<p>Visits, Visitors</p> <p>Visiting immediate areas of the school: Fs garden, Secret garden, kitchen</p>	<p>Garden/ forest school</p> <p>Forest school, the garden, exploring school building and surroundings Visit garden to explore looking for healthy food (what fruit/veg can we find)</p>