

Overview of learning for Spring 1st half term Foundation

This term we will be focusing on the interests of the children and building upon the skills they have learnt from Autumn term.

Subject area	Key skills we will be learning	Ideas to support at home
Maths	<ul style="list-style-type: none"> ★ Consolidating numbers up to 10 ★ Comparing mass & capacity – using the language heavy and light ★ Finding pairs of numbers up to 10 ★ Exploring length and height ★ Sequencing time and events 	<ul style="list-style-type: none"> ☺ Counting everyday objects ☺ Baking using scales and measuring jugs ☺ Measuring how tall everyone in the family is ☺ Talking about activities in the day and night ☺ Talk about when birthdays are in your family ☺ Set a timetable of the day from morning to evening ☺ Regular weekly activities discuss, for example swimming, grandparent day
Personal, social & emotional development	<ul style="list-style-type: none"> ☺ To share experiences and play ideas with other children ☺ To practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers ☺ To continue to understand that different people have different perspectives and needs that are different to their own. 	<ul style="list-style-type: none"> ☺ Modelling positive relationships ☺ Sharing stories about emotions ☺ Talk about feelings together ☺ Play dates with friends ☺ Spending time with a group of family members
Communication & Language	<ul style="list-style-type: none"> ☺ To able to follow a story without pictures of prompts ☺ To know and perform a large repertoire of songs and rhymes ☺ To begin to be able to tell a long story and ask questions about the story ☺ To begin to use more complex sentences to link thoughts using and or because ☺ To begin to understand why and how questions 	<ul style="list-style-type: none"> ☺ To expand on children phrases ☺ Model correct pronunciation of words ☺ Model correct tense ☺ Use the book finder website ☺ Visit and join a library ☺ Listen to or make up your own songs ☺ Ask questions and support your children in asking them back ☺ Bedtime story time

Literacy	<ul style="list-style-type: none"> ☺ To develop fluency when reading ☺ To use Fred in their head when reading ☺ To be exposed and learn some set 2 digraphs ☺ To read a range of red words ☺ To show an awareness of rhyme and alliteration ☺ To hear and say initial sounds in words ☺ Sharing stories and talking about the main characters, the events, the setting etc. ☺ Children to talk about their favourite books and authors ☺ To attempt to write own name and other words using letter type shapes ☺ To begin to give meaning to the marks they make 	<ul style="list-style-type: none"> ☺ <u>Websites</u> ☺ Phonics Play - play the buried treasure game to support children's understanding of real and alien words (phase 2). ☺ Phonics Bloom - phase 2 games ☺ Phonics with Mrs Ravilious (Heronshaw school you tube videos) ☺ Oxford owl at home ☺ ICT games – sky-writer letter formation. ☺ Sound hunt – can the children find and identify different sounds, collect objects beginning with the letter s, m, p etc. ☺ Opportunities to write, colour and draw freely ☺ Regular sharing of stories ☺ Encourage children to identify the initial sounds in words in everyday life. ☺ Encourage the development of fine motor skills through: <ul style="list-style-type: none"> ☺ Playing with play doh. ☺ Building with bricks or Lego. ☺ Forming letters in different materials such as sand, foam or rice. ☺ Practice writing their name. ☺ Threading activities. ☺ Cutting skills- magazines, catalogues, leaflets etc. ☺ Drawing, painting, colouring, use of chalkboards/whiteboards etc. ☺ Dressing and undressing – managing zips, buttons, fastenings etc.
Physical Development	<ul style="list-style-type: none"> ☺ To run with spacial awareness and negotiates space successfully adjusting speed and direction to avoid obstacles ☺ To grasp and release with two hands to throw and catch a large ball, bean bag or object ☺ To continue to use dominant hand with increasing control 	<ul style="list-style-type: none"> ☺ Letting them independently dress themselves ☺ Allow children to practice independently zipping up coats, buttons, and shoes ☺ Provide regular access to outside space such as going to the park or visiting soft play

	<ul style="list-style-type: none"> ☺ To show increasing independence when getting dressed and undressed such as buttons and zips ☺ To be able to talk about ways to keep healthy and stay safe 	<ul style="list-style-type: none"> ☺ Provide lots of opportunities to write, colour or draw. ☺ Provide opportunities to play catch with a ball ☺ Providing a balance diet and talking about different foods and why we eat them.
Understanding the World	<ul style="list-style-type: none"> ☺ To learn that they have similarities and differences that connect them to and distinguish them from others ☺ To remember and talk about significant events in their own experience ☺ To notice details of objects in their environment ☺ To talk about some of the things they have observed ☺ To explore with pipes, funnels, and other tools to transport water 	<ul style="list-style-type: none"> ☺ Talk about people you know and people in the community ☺ Talk about a family tree or look at photo albums and discuss similarities and differences ☺ To use technology and explore ☺ To make visits to shops or parks to make children aware of their environment
Expressive Arts and Design	<ul style="list-style-type: none"> ☺ Use 3D and 2D structures to explore materials or to express ideas ☺ To enjoy and respond and play with colour in a variety of ways ☺ To begin to engage in imaginative play based on their own ideas or firsthand experiences. 	<ul style="list-style-type: none"> ☺ Offer children a wide range of resources and materials to stimulate their imagination ☺ To allow for imaginative role play at home ☺ Give opportunities to go to a live performance such as a play, pantomime or live singing performance ☺ Listen to music ☺ Sing songs together