



Foundation
Spring Term Learning
2021 - 2022



On the reverse, please find an outline of your child's learning for Term 1 and 2.

How you can help:

Personal Social and Emotional Development –

Literacy – Read a wide range of fiction and non-fiction books and discuss the meaning of unfamiliar vocabulary. Practice writing together (e.g. shopping lists, cards, instructions).

Communication and Language – Encourage your child to answer questions and offer explanations. Discuss the stories you have read (e.g. setting, favourite characters, what might happen next?).

Math – Practice counting objects, actions and sounds, first to 10 and then to 20. Practice equally sharing different numbers of objects with family members or teddy bears. Compare the length and weight of different household items.

Understanding the World – Talk about the changes your child is noticing in the world around them (e.g. look for signs of Winter/Spring). Explore the local environment and discuss the importance of particular buildings in the community (e.g. Post Office, Doctor Surgery, Church).

Physical Development – Spend time exploring movement (e.g. running, stepping, climbing, balancing). Encourage your child to practice dressing and undressing themselves.

Expressive Arts and Design – Sing, dance, dress up and retell stories using a variety of props and small world.



PE

The children will continue to participate in PE sessions each week. **On our PE day, Tuesday, children will be required to come to have their PE kit in school for the whole term.** The children might go outside and will need suitable outside kit including trainers or plimsolls. School PE kit is a white t-shirt, black or blue shorts and trainers or plimsolls. Earrings must not be worn by children in Foundation. Our usual PE day will be **Tuesday**; however, this could change or we may take part in other outdoor activities during the week, which will be completed in school uniform. We will also be taking part in the Daily Kilometre with the rest of the school.



Religious Education

All year groups study a range of religious beliefs in a knowledge capacity. In terms 3 and 4, we will explore, which places are special and why? And, why is Easter special to Christians?



If you have any questions or would like more information about how to support your child's learning, please call or email the school office on 01752 706360 or beechwood.office@discoverymat.co.uk and the class teacher will return your call when they are free. Thank you for supporting our safety measures to protect yourselves and our staff and children.





MATHS –

- Count objects, place them into groups and share.
- Draw number families.



COMMUNICATION AND LANGUAGE –

- Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in story times by listening and responding appropriately to questions.
- Ask questions to find out more and check understanding.



LITERACY –

- Daily 'Read, Write, Inc' sessions where we will continue to learn the Set 1 sounds or progress to Set 2 sounds. During these sessions we will practice reading red words, green words, alien words and 'holding a sentence'.
- Writing words and captions.
- Listening to and talking about books.
- Using new vocabulary in different contexts.



TERM 1: What's in the toy box?

Books:

- 'Three Little Pigs' by Nicola Baxter
- 'Toys in Space' by Mini Grey
- 'Traction Man' by Mini Grey

UNDERSTANDING THE WORLD –

- To compare new and old toys in our 'What's in the toy box?' topic.
- Explore collections of materials with similar/ different properties.
- Revisit seasonal changes with a focus on Winter.



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT –

- Continue to learn how to share, building constructive and respectful relationships.
- Noticing and celebrating differences between each other.
- Playing lots of Circle Time activities and games focusing on identifying and talking about feelings.



EXPRESSIVE ARTS AND DESIGN –

- Return to and build on previous learning, refining their ideas (technique, colour, design and texture).
- Develop storylines in their play.
- Use props to support role play.



PHYSICAL DEVELOPMENT –

- Putting on our jumpers/cardigans and coats independently and practicing doing our zips and buttons,
- Games – Engaging in a variety of different PE games with a focus on listening and turn taking.

MATHS –

- Exploring counting, comparing and composition using magic beans.
- Carrying on and creating patterns.
- Comparing the length of beanstalks.



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT –

- To understand how to care for living things.
- To understand why making healthy food choices is important.



COMMUNICATION AND LANGUAGE –

- Retelling stories and narratives.
- Engage in non-fiction texts about plants and the life cycle of a butterfly.
- Use new vocabulary during discussion around non-fiction.



LITERACY –

- Daily 'Read, Write, Inc' sessions where we will continue to learn the Set 1 sounds or progress to Set 2 sounds. During these sessions we will practice reading red words, green words, alien words and 'holding a sentence'.
- Using finger spaces, capital letters and full stops.
- Engaging in non-fiction texts.

TERM 2: Our Local Area

Books:

- 'Jack and the Beanstalk' by Iona Treahy
- 'Jasper's Beanstalk' by Nick Butterworth
- 'The Enormous Turnip' by Katie Daynes
- 'Christopher Nibble' by Charlotte Middleton

UNDERSTANDING THE WORLD –

- Understand the key features of the life cycle of a plant and an animal.
- Revisit seasonal changes with a focus on Spring.
- Look at old and new pictures of Plymouth and draw information from a simple map of the local area.



EXPRESSIVE ARTS AND DESIGN –

- Engage in process driven art activities; paint, collage, drawing, chalk/ pastels, junk modelling.
- Artist study – Henri Matisse.



PHYSICAL DEVELOPMENT –

- REAL PE – Continuing to develop our gross motor skills.
- Using a range of tools to develop our fine motor skills (e.g. scissors, tweezers).