



Foundation  
Summer Term Learning  
2022



On the reverse, please find an outline of your child's learning for Term 5 and 6.

**How you can help:**

**Personal Social and Emotional Development** – Talk about your feelings and their feelings.

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

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

**Math** – Practice counting objects, actions and sounds, first to 20 and then beyond! Practice sharing objects with family members. Search for 3D shapes around the house; sphere, cube, cuboid, pyramid, cone and cylinder.

**Understanding the World** – Talk about the changes your child is noticing in the world around them, such as signs of Summer. Explore the local woods and talk about what you can see, hear, smell and feel.

**Physical Development** – Spend time exploring movement, such as running, stepping, climbing and 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. Build with a variety of materials, such as Lego, bricks and natural materials.



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.



Religious Education

All year groups study a range of religious beliefs in a knowledge capacity. In terms 5 and 6 we will explore the unit; 'Which stories are special and why?'



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](mailto: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.





### MATH –

- Continue to explore the composition of 10.
- Doubling and sharing.
- 3D Shapes



### COMMUNICATION AND LANGUAGE –

- Use the stories ‘Little Red Riding Hood’ and ‘Hansel and Gretel’ to revise explaining, describing, predicting, recounting and retelling skills.
- To use new vocabulary associated with woodland.
- To ask questions they want answered about the woodland habitat.



### LITERACY –

- Daily ‘Read, Write, Inc’ sessions, during which children will practice reading red words, speedy green words, story green words, alien words and ‘holding a sentence’.
- Begin to write captions and short sentences with words with known letter-sound correspondences using a capital letter and full stop.



### Term 5: Woodland Explorers

#### Books:

- ‘Little Red Riding Hood’ by Mandy Ross
- ‘Hansel and Gretel’ by Ailie Busby

### UNDERSTANDING THE WORLD –

- Draw information from a simple map of the woods.
- Create a simple map of a part of the school.
- To investigate minibeasts in the woods.
- To identify and observe different trees, weather and woodland animals.
- Know about significant individuals – athletes.



### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT –

- To explore the feelings of characters within stories.
- To recognise the importance of friendship.
- To recognise the importance of saying sorry and forgiveness.
- Know and talk about the different factors that support their overall health and wellbeing.



### EXPRESSIVE ARTS AND DESIGN –

- To create natural sculptures and pictures using things from the woods.
- Creating narratives through using deconstructed small world.
- Cheranga – ‘Big Bear Funk’



### PHYSICAL DEVELOPMENT –

- REAL PE – revising fundamental movement skills.
- Further develop a range of ball skills, throwing, catching, kicking, passing, batting and aiming.
- To plan and create a journey obstacle course.



### MATH –

- To consolidate core number skills to 10.
- To verbally count to 20 and beyond.
- Odd and evens.
- Counting in 2’s, 5’s and 10’s.



### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT –

- To recognise that all families are different.
- Show resilience and perseverance.
- Show an understanding of feelings.
- To notice and celebrate differences.



### COMMUNICATION AND LANGUAGE –

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Use new vocabulary in different contexts.
- Asking questions to find out about what’s in the ocean.

### LITERACY –

- Daily ‘Read, Write, Inc’ sessions, during which children will practice reading red words, speedy green words, story green words, alien words and ‘holding a sentence’.
- Innovating a familiar story.
- Writing descriptive sentences about sea creatures.
- Reading and writing facts about the sea.



### Term 6: On the Seven Seas

#### Books:

- ‘One Day on Our Blue Planet in the Ocean’ by Ella Bailey
- ‘The Snail and the Whale’ by Julia Donaldson
- ‘National Geographic - First Big Book of the Ocean’ by Catherine D Hughes

### UNDERSTANDING THE WORLD –

- To compare oceans (hot and cold, coral reef/artic) and what lives there.
- To observe changing states of matter, ice and water.
- To know about significant individuals – explorers.



### EXPRESSIVE ARTS AND DESIGN –

- To perform poems, songs about the sea.
- To explore the sounds of instruments.
- Artist study, ‘Jackson Pollock’.

### PHYSICAL DEVELOPMENT –

- REAL PE – revising fundamental movement skills.
- Use a range of tools, paintbrushes, glue, scissors, knives, forks, pencils.