

Areas of Learning:

As Explorers we will be learning about the Chinese New Year festival and how the years came to be named after the animals. We will be learning about the culture and traditions of this including dance, food tasting, writing and a variety of crafts.

As Linguists we will listen to our favourite collections of stories with a variety of central characters such as The Lighthouse Keeper. We will continue to listen and respond to Traditional Tales. We will be reading the Easter story and learning about the Christian celebration of Easter.

As mathematicians we will be counting in 1's, 2's, 5's and 10's and developing the appropriate vocabulary for adding, subtracting and Money; recognising number facts such as number bonds and exploring activities based with clocks and time telling skills. We will explore the method of doubling and halving.

As artists we will explore a variety of media, texture and techniques to create individual and joint pieces of work.

In circle time we will be learning about how to manage our 'Personal Power' whilst discussing the vocabulary in order to express our emotions and the effects of this on other people. We will also be discussing the tradition of Mothering Sunday.

Stories of Our Time

Foundation Stage – Robins and Wrens

Spring Term 2018



<u>Building Learning Power</u>	<u>Philosophy for Children</u>	<u>Rights Respecting School</u>	<u>Our Well being</u> (Physical, emotional, moral and spiritual)
As life-long learners we will: <ul style="list-style-type: none"> We will focus on BLP Character Resourceful Rosie – by being proactive with our independent learning. 	Through talk and games we will; <ul style="list-style-type: none"> Encourage children to make their own choices and explain their reasoning. 	As outlined in our Class Charter we will: <ul style="list-style-type: none"> Explore that we all have the right to learn and find strategies that we can use to overcome distractions. 	We will: <ul style="list-style-type: none"> During circle time continue to explore experiences of how our Personal Powers will affect ourselves and other people.

Communication and Language

To understand humour and jokes in nonsense rhymes and stories.

To listen carefully in discussions to stories and in conversations and respond with relevant questions, comments or actions.

To extend vocabulary especially by grouping and naming exploring the meaning and sounds of new words.

Personal, Social and Emotional Development

To describe self in positive terms and talk about abilities.

To continue to recognise our own feelings and emotions relating them to 'warm, fuzzy feelings' and 'cold, prickly feelings'.

To demonstrate the expected behaviours and boundaries in the classroom and work together towards a collaborative reward, such as 'Marbles in a jar' to earn having our breakfast in school.

Physical Development

To travel with confidence, balance and coordination around, under, over and through large apparatus.

To jump off an object and land appropriately.

To continue to use a pencil to form recognisable letters most of which are correctly formed.

To show increasing control when scooping, cutting and pouring using appropriate tools and equipment.

Literacy- Reading

To recognise rhyme and be able to continue and rhyming string.

To read words and simple sentences by segmenting and blending them with growing confidence.

To expand their knowledge of sight vocabulary words to read independently with increasing fluency.

To build comprehension skills by being able to discuss stories they have read.

Literacy- Writing

To write for a variety of purposes, using some regular and tricky words spelt correctly.

To continue using clearly identifiable letters in their work to communicate meaning, representing sounds correctly and in sequence.

To use phonetic knowledge to write labels, captions and simple sentences in meaningful contexts.

To begin to re-read their work to check it makes sense and ensure they are using clear finger spaces between words.

Mathematics

To use appropriate vocabulary in adding and subtracting in practical, everyday activities.

To use mathematical names for solid 3D shapes and flat 2D shapes and describe their properties.

To begin to develop a deeper understanding of number facts and how numbers can be made up in different ways.

To begin to use everyday language related to money and time, weight and capacity.

Understanding the World

To look closely at similarities, differences, patterns and change in the environment in Spring.

To use a simple programme on the laptop computers.

To explore customs and traditions in the Chinese New Year festival.

Expressive Arts and Design

To confidently match movement to music when learning the country dance with a partner ready for the school performance on May Day.

To use a variety of media to create different effects to combine work with others to create a collaborative piece of work for the classroom.

To select tools and techniques needed to shape, assemble and join materials used.

Religious Education

To discuss the celebration of Mothering Sunday.

To listen to the Easter story and learn about the Christian customs and symbols related to Easter.

To discuss the Hindu festival of Holi - The Festival of Colour.