

Areas of Learning:

As Explorers we will be thinking about life cycles, mini beasts, habitats and comparing similarities and differences.

As Linguists we will study the Eric Carle picture books on mini beasts such as The Very Hungry Caterpillar, The Very Busy Spider, The Bad Tempered Ladybird and The Very Quiet Cricket. In Guided Reading we will have a moral story focus using a series of African animal tales.

As Mathematicians we will be counting and recognising number facts in our daily 'Quick Maths' sessions. We will be carrying out problem solving, using and applying what we know to real life situations. We will also be exploring the concept of symmetry, doubling, halving and sharing.

As artists we will explore a variety of media and texture to create 3D pieces of art to contribute towards our ongoing mini beast display in the classroom.

In circle time we will be thinking about the differences between good and bad secrets. We will also be sharing what makes us proud to be ourselves and the need to build on our individual self-growth.

Beastly Bonanza

Foundation Stage – Robins and Wrens

Summer Term 2017



<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)
<p>As life-long learners we will:</p> <ul style="list-style-type: none"> We will focus on BLP Character Resilient Ruby – by being locked onto learning and keeping focussed, especially in independent tasks. 	<p>Through the use of option cards we will;</p> <ul style="list-style-type: none"> Encourage children to make choices and explain their reasoning behind them. 	<p>We will:</p> <ul style="list-style-type: none"> Revisit the story outlining the rights of children. Encourage children to show an interest in their independent learning and be willing to try new experiences as they arise. 	<p>We will:</p> <ul style="list-style-type: none"> During circle time we will explore experiences of changes in our routine and how we would cope with transition from Foundation Stage to Year 1.

Communication and Language

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

To express themselves effectively showing awareness of listeners needs and to develop their own narratives and explanations by connecting ideas or events.

To follow instructions involving several ideas or actions.

Personal, Social and Emotional Development

To take account of one another's ideas about how to organise an activity and to show sensitivity to the needs and feelings of others.

To work confidently on new activities and to say when they do or don't need help.

To take responsibility for their own behaviour and make good choices understanding the impact on other children and know the consequences for their actions.

Physical Development

To practise agility, balance and co-ordination skills, such as running and changing direction, jumping for distance and over hurdles, throwing at targets and for distance.

To use equipment and tools safely and effectively including pencils for writing and scissors for cutting.

To show an understanding of good health - through physical exercise, healthy diet, sleep and keeping clean.

Literacy- Reading

To read and understand simple sentences.

To use phonic knowledge to decode regular words.

To demonstrate an understanding when talking to others about what they have read.

To read some common irregular words.

Literacy- Writing

To use phonic knowledge to write words, some irregular common words, simple sentences which can be read by themselves and others.

To read back their own writing, check that it makes sense and make any adjustments such as spelling, missing words and punctuation.

To write their own narratives and explanations by connecting ideas or events.

Mathematics

To count reliably with numbers to 20, placing them in order, and saying which number is one more than or one less than a given number.

To use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer.

To solve problems including doubling, halving and sharing.

To confidently use and understand mathematical language in everyday activities to discuss shapes to compare measures and to solve problems.

Understanding the World

To make observations of animals and plants, explain why some things occur and talk about changes.

To recognise that a range of technology is used at home and at school.

To select and use ICT skills for a range of different purposes, such as researching subjects on the iPads, learning on and operating the Interactive Whiteboard.

To know about similarities and differences between themselves and others and among families and community traditions.

Expressive Arts and Design

To match movement to stories and music, encouraging interpretation and emphasising mood, body language, expression and gesture.

To use a variety of materials, tools and techniques to experiment with colour, design, texture, form and function.

To use what they have learnt about materials in original ways representing their ideas through design and technology, music, dance, role play and stories.

Characteristics of Learning

To explore the world using different senses and to take risks engaging in new experiences and learning by trial and error.

To pay attention to detail, to persist when new challenges occur and to be proud of how they accomplish things not just the end result.

To think of their own ideas and find ways to solve problems, to check how well activities are going and changing strategies if necessary.