

Communication and

Language :

Developing narrative in play
Connecting ideas and events
Asking questions - how and why

Literacy:

Phase 3 and 4
Reading and writing simple sentences
Creating and describing fantasy worlds
Pie Corbett—orally retelling stories
Discussing key events in stories
Rhyming words
Adjectives
Extending sentences using 'and' or 'because'
Story writing

Mathematical Development:

Number:

Counting and recognising numbers 1-20
Ordering numbers 1-20
1 more, 1 less than a given number
Addition
Subtraction

Doubling, halving and sharing

Space, Shape and Measure:

Everyday language: size, weight, capacity, position, distance, time and money
Compare quantities and objects
Problem solving and reasoning
Patterns
Prosperities of 2D and 3D shapes
Snack buying

Understanding The World:

Technology:

Computer programming
Recorders, cameras, BeeBots, laptop
Purple Mash
Number Gym
E-safety

People and Communities:

Similarities and differences
Community and traditions
Festivals

Understanding The World:

Life Cycles— chicks and ducks
Gardening/ planting seeds
Events and changes in the environment
Forest School

Personal, Social, Emotional Development:

Jigsaw: 5: Relationships

6: Changing Me

Emotions— Colour Monsters
The Learning Pit
The Learning Triangle
Turn-Taking games
Learning Powers/ Heroes
Rainbow Challenges

Physical Development:

Moving and Handling:

Ball skills
Team games
Formation of letters
Cooking
Forest School
Movement to music

Health Self-care:

Healthy diet
Importance of good health
Independent toileting and changing

Books we can read:

The Little Red Hen
Jack and the Beanstalk
The Very Hungry Caterpillar
Beauty and The Beast

Community Links:

Forest School
Layer Marney Towers

Core Books:

Life Style of a Chicken
The Great Pet Sale
Handa's Surprise
Chicks

Rights Respecting Schools

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Websites to visit:

<https://www.purplemash.com/sch/stjohnsco2>
<http://www.bbc.co.uk/cbeebies/shows/numberblocks>
<http://www.phonicsplay.co.uk/>
<http://www.topmarks.co.uk>

EAD:

Exploring and using Media and Materials:

Music—experimenting and moving to sound
Exploring materials, tools and techniques
Experimenting with colour, design, texture, form and function.
Cooking
Creating shoe box fantasy worlds, doors and characters
Using clay to create for purpose

Being Imaginative:

Representing ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
Creating fantasy world



Visible Learning Focus for 2018-2019

- Develop children's understanding of learning progression – specifically using SOLO Verbs and Road to Writing.
- Developing of Learning Dispositions, that replace Core Values
- Embedding of Learning Pit, WALT and Success Criteria
- Student voice – developing of learning reflections after a piece of writing – 'Road to Writing.'

Rights Respecting Schools

As a Rights respecting school we will be looking at the following articles:

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Writing

As part of the Visible Learning programme, our children will be learning to write through our ROAD TO WRITING approach. English lessons will fully involve the children in their journey to becoming writers, by allowing them to 'see' the steps that they have to work through, to learn about different types of writing and to write independently in that style. It is an exciting and engaging way to learn about writing and has a strong focus on audience and purpose, which will help the children to understand why a piece of writing is constructed and presented in a certain way. We will continue to teach the children to use their phonic knowledge to write words in ways which match their spoken sounds to write sentences.

Reading

Children will continue to be taught to read simple sentences through daily phonic sessions, continuing to develop the skill of decoding regular words and reading them aloud accurately.

Maths

Through daily math sessions and activities children will develop their skill around number. They will continue to count, place in order and say which number is one more or one less than a given number from 1-20. We will also continue to develop skill when using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.

Support at home

The curriculum map details activities that may be available to the children, however within an Early Years setting we aim to follow the children's interests and where they lead us. Therefore not all of the activities may be done and others that the children have initiated will be in their place.

To support your child's learning at home this assessment period you could...

- talk about what you see in the world around you
- look closely at living things in your garden or close surroundings
- use the days of the week and the language; yesterday, today, tomorrow
- use number cards to order 1-20 and 1 more and 1 less than a given number
- encourage your child to practice writing for a purpose using the Writer's Toolkit:



- consistently hearing your child read at least 5 times a week and ask questions about what they have read.

Practise Time

At the end of each day the children have Practise Time. This is a time for the children to consolidate their learning and have the chance to practise skills in different contexts. Practise is a fundamental part of the children's education and we would appreciate your continued support in encouraging practise at home.

We will be out in the Foundation Learning Garden at the beginning and end of the school day. Feel free to pop over and ask any quick questions, however if you would like a longer discussion with me please make an appointment at the school office. There are regular Shared Activity sessions and Open Mornings for you to experience parts of school day.

Physical Education

Your child's PE day will be on Thursday's. They will need a full PE kit labelled and in a named bag to keep at school on their peg. Please ensure children have a pair of named PE plimsolls and earrings are removed before school on the day of the PE session.

In PE we will be perfecting getting undressed and dressed independently, learning new ball skills and a range of team games in preparation for Sports Day. We will also continue to develop our fine and gross motor skills to support writing.

Personal, Social, Health and Economic Education

Our Learning Dispositions are on display around the school and we encourage our school community of pupils, parents, staff, governors and visitors to live these values. Within the Early Years setting these will be supported daily through our emphasis on the learning area of Personal, Social and Emotional Development which focuses on making relationships, self-confidence and self-awareness and managing feelings and behaviour. This term we will continue to follow our scheme of work Jigsaw which will focus on 'Relationships' and 'Changing Me'. We will also be continuing to develop 'The Learning Pit' to help support the children's attitudes towards learning.

Religious Education

This assessment period we will continue to share different cultural celebrations and recognise similarities and differences between each individual and their families, communities and traditions.

Technology

The children will continue to select and use technology for particular purposes.

Music and Art

Through this topic the children will have opportunities to develop their skill and confidence when using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Activities will also allow children to develop their form of expression through dance and music.

Outside Learning

The children will continue to use the outside Learning Garden daily and therefore will need to have named wellies in school. As the weather warms, please ensure you apply sun cream before school and send in a sun hat to leave on their peg. The physical play equipment provides opportunities for gross motor play which will help to strengthen upper arm muscles needed for writing. Writing outside is as important as inside and we are encouraging the children to be mark making everywhere.

Our Learning Garden is still in development and this term we will developing it further with the children, so please can you ensure that children are supervised before and after school and that they do not climb or move any of the equipment and resources.

Trips and Visits

This assessment period the children will be attending Forest School which will give them the opportunity to explore the world and environment around them, think about the changes of growth and decay over time and be inquisitive about their surroundings. These sessions will be held on a Monday. The children's end of term trip will be held on the 4th June 2019 at Layer Marney Towers. The future Share Sessions will include a Reading Café and a Fantasy Shoe Box World.

Foundation Stage Curriculum Leaflet for Assessment Period 3 – April 2019

St John's Green Primary



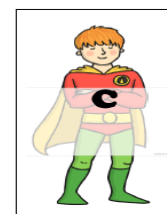
Learn to Live, Live to



Teacher: Miss Cook, Mrs Scotting, Mrs Palmer

Learning Support Assistant: Miss Amos, Mrs Gaine, Mrs McIver, Mrs Cottham, Miss Harvey

Theme: My Fantasy World



Collaborating Carlos

Work well together;
support each other.



Making Links Mollie

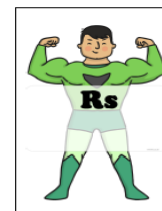
Make connections across all
areas of your learning.



Motivating Melinda

Be keen to succeed; try
your best.

Learning Dispositions



Resilience Rex

Keep going even
when it's hard; never
give up.



Reflecting Roxy

Learn from experience; build
on your learning.