

### Literacy:

#### Writing:

Phase 1 and 2 Letters and Sounds and listening games

Writing simple words

Name writing practice

Sequencing

Story retelling

Labelling

Lists

#### Reading:

Reading simple words

Recognising phase 2 high frequency words

### Communication & Language:

#### Understanding:

- Using prepositions
- Responding to simple instructions
- Beginning to understand 'how' and 'why' questions

#### Listening and Attention:

- Story retell – Pie Corbett
- Listening to stories
- Partner challenge
- Phase 1 Letters and Sounds

#### Speaking:

- Asking questions: who, what, when, how
- Building up vocabulary
- Story language

### Core Books:

- My World, Your World
- Henda's Surprise

### Community Links:

- Trips: - Walk to town site
- Bear Hunt (Abbey Fields)

### Mathematics

#### Number:

- Counting and recognising numbers to 10
- Number of the week
- Reciting numbers to 10
- Counting to 10
- Recognising numbers to 10
- Counting objects and actions
- Writing numerals to 10

#### Shape, Space and Measures:

- Patterns
- Days of the week
- Months of the year - Birthday's
- 2D shape recognition
- Positional language
- Size ordering

### Understanding The World:

#### Technology:

- Interactive Whiteboard
- Learn Pads, cameras, Bee Bots
- Number Gym
- E-safety

#### People and Communities:

- All about me
- All about my family
- Where do I live?
- Similarities and differences
- Community and traditions

#### The World:

- Events and changes in the environment
- Diwali Hindu Festival
- Harvest Festival

### Personal, Social and Emotional Development:

- Emotions — Colour Monsters
- The Learning Pit and Triangle
- Class rules and routines
- Jigsaw 1. Being in my world  
2. Celebrating Difference
- What makes me special?
- How to treat others
- Turn taking games

### Physical Development:

#### Moving & Handling:

- Dough Disco – fine motor skills
- Write Dance
- Dressing & undressing
- Name writing
- Moving and travelling
- P.E sessions – ball skills
- Cooking

#### Health and Self-Care:

- Healthy diet
- Importance of good health
- Getting dressed and undressed
- Washing my hands

### Expressive Arts and Design:

#### Exploring and Using Media and Materials:

- Paper plate faces
- Self & partner portraits
- Cutting and sticking
- Movement and dance
- Exploring musical instruments
- Changa – Scheme 1: Me!
- Cooking
- Create a landscape – associate colours

#### Being Imaginative:

- Role play
- Prop making
- Free access to craft resources to explore imagination
- Story telling



### Websites to visit:

<http://www.bbc.co.uk/cebabies/shows/numberblocks>

<http://www.phonicsplay.co.uk/>

<https://www.youtube.com/results?>

<https://www.youtube.com/watch?v=dMUIly-4ND0>

### Books we can read:

- Meg and Mog
- Giraffes can't Dance
- Rumble in the Jungle
- We're going on a Bear Hunt

### 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.*

### 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 Right's respecting school we will be looking at the following articles: **Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can., protect the environment and respect other people** and **Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.**

#### ***Our class rules in Foundation are:***

*We always listen to each other.*

*We always treat each other with respect.*

*We always sit nicely, ready to learn.*

*We always share with each other.*

*We always walk in school.*

### 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
- encourage your child to practice writing their name
- encourage your child to talk about their school day
- consistently hear 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.

### Physical Education

Your child's PE sessions will be every Wednesday and Thursday. They will need a full PE kit labelled, including a pair of plimsolls, and in a named bag to keep at school on their peg. Please ensure earrings are removed and long hair is tied back before school on the day of the PE session.

In PE we will be practising getting undressed and dressed and learning balls skills and to move and travel in a range of ways with confidence.

### Outside Learning

Children have continuous access to the Outside Learning Garden. Please can you ensure your child has a pair of named wellies that can be left at school. In the outside classroom the children have opportunities for mark making, gross motor play, investigative activities, large scale building, creative and imaginative learning. **Our Learning Garden is still in development and this term we will develop it further with the children. 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 we will be taking the children out into their local environment. This will include a walk to Town site and the local shop; they will be finding out about their local environment and create a Bear Hunt walk in Abbey Fields. We always welcome any visits from parents who would like to share their occupation, skill or cultural celebrations. Please speak to your child's class teacher if you would like to arrange a visit.

### Personal, Social, Health and Economic Education

Our Learning Dispositions are displayed around the school and we encourage our school community of pupils, parents, staff, governors and visitors to encourage these dispositions.

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 'Being in my world' and 'Celebrating Difference'. We will also introduce 'The Learning Pit' and our school learning dispositions to help support the children's attitudes towards learning.

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.

## Foundation Stage Curriculum Leaflet for Assessment Period 1 – Sept 2018

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, Mr Kelly

Theme: Explorers



**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.



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



**Reflecting Roxie**  
Learn from experience; build  
on your learning.

Learning Dispositions