

### Literacy:

#### Writing:

Phase 3 Letters and Sounds  
Writing simple sentences  
Fact writing  
Story retelling  
Posters  
Talk For Writing

#### Reading:

High Frequency Words  
Describing setting, events and characters  
Reading words and sentences

### Mathematics

#### Number:

Adding  
Subtraction  
Matching numeral and quantity  
1 more, 1 less  
Problem solving  
Recording marks

#### Shape, Space and Measures:

Capacity  
Length  
Weight  
Pattern  
Positional language  
2D and 3D shape  
Money

### Understanding The World:

#### Technology:

Interactive Whiteboard  
Tuff cameras, BeeBots, recordable devices  
Code-a-pillars  
Ipad apps  
Interactive Touch Table  
Purple Mash  
Number Gym  
E-safety

#### People and Communities:

Celebrations  
Occupations  
What is special and unique to us

#### The World:

Taking care of animals and the world around us  
Looking at growth and decay and change over time  
Gardening

### Personal, Social and Emotional Development:

Emotions— Colour Monsters  
The Learning Pit, Learning Powers, Triangle Jigsaw  
3: Dreams and Goals  
4: Healthy Me  
Celebrations  
Solving conflicts  
Taking care of ourselves and others  
Perseverance and independence

### Physical Development:

#### Moving & Handling:

Dough Disco – fine motor skills  
Dressing & undressing independently including buttons and zips  
Moving and travelling on equipment  
Climbing frame  
Ball skills  
Cooking  
Handwriting and letter formation  
Gardening  
Health and Self-Care:  
Understanding and identifying healthy food groups  
Importance of good health  
Washing hands

### Communication & Language:

#### Understanding:

#### Listening and Attention:

Maintaining attention during activities  
Joining in with rhymes and stories

#### Understanding:

Asking and answering how and why questions  
Responding to ideas shared by others

#### Speaking:

Extending vocabulary and exploring new words  
Linking statements and sticking to a main theme and idea  
Introducing story lines to play  
Confident sharing ideas with others



# Traditional Tales with a Twist



### Core Books:

Shopping Basket  
The Great Pet Sale  
Hedge's Surprise

### Websites to visit:

Purple Mash  
Number Gym  
Phonics Play

### Books we can read:

Traditional tales  
Fact books – dragon & dinosaurs  
Rhyming books and poems

### Expressive Arts and Design:

#### Exploring and Using Media and Materials:

Cooking  
Cutting skills  
Movement and dance  
Salt dough/ clay dinosaurs and dragons  
Painting  
Observational drawing

#### Being Imaginative:

Role-play  
Prop making  
Exploring materials  
Narrative in play

### 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...

- Please help me to recognise numerals in the environment.
- Please help me to practise getting myself dressed and undressed, including tricky things like buttons, zips and turning clothing the right way around.
- Please help me to practise applying my phonic knowledge to write words.

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 day will continue to be on Wednesday and Thursday for Jumbo, Chariot and Star. 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 practising getting undressed and dressed independently and learning to move to music and using the climbing frame.

## 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. 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 may include a walk to Town site and Castle Park.

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 'Dreams and Goals' and 'Healthy Me' We will also be continuing to develop 'The Learning Pit' 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 2 – January 2019

St John's Green Primary



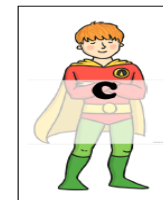
Learn to Live, Live to



**Teacher:** Miss Cook, Mrs Scotting, Mrs Palmer

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

**Theme:** Traditional Tales with a Twist



**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.