

# Lawford Mead Primary School Foundation Stage Curriculum

## Spring 2

### Initial Topic Plan 2015-16


Autumn Term 1	Amazing me!	Spring Term 1	Our favourite stories	Summer Term 1	Water
Autumn Term 2	Light up your life/ Christmas	Spring Term 2	Count me in/ Spring	Summer Term 2	Animaltastic

**These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.**

### Autumn 2

Personal, Social and Emotional development <i>(inc. Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(inc. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p><b>Learning Objectives:</b> <b>Making Relationships</b> <b>30-50 Months</b> Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p><b>40-60 Months</b> Understand that own actions affect other people e.g. Becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><b>Experiences/Provision:</b></p> <p>Settling children new to setting.</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to share something they are good at.</p> <p>Family / differences / who lives with the children etc. Special events – special personal events, birthdays</p> <p>Outside area: opportunities for sharing, working together and team building in Muddy Adventures</p> <p>For more confident children in Reception to come into the classroom by themselves.</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>30-50 Months</b> Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity). <b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions. <b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). <b>40-60 Months</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Experiences/Provision:</b></p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) Letters and Sounds Phase 1&amp;2</p> <p>Discussing change including seasonal, moving from nursery to reception.</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>30-50 Months</b> Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp <b>40-60 Months</b> Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p><b>Health and Self-care</b> <b>30-50 Months</b> Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. <b>40-60 Months</b> Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.)</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising.</p> <p>Daily funky finger time for fine motor-including fastenings.</p> <p>Folding paper to make cards</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Playdough provisions</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat. Why are we having to wear mittens, hats etc.</p> <p>Looking at fluorescent/ safety clothing – why worn?</p> <p>Cooking- making Christmas shape cookies</p> <p>Looking at festival foods – are they healthy?</p> <p>Firework, candle, torch/battery safety</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>(People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos.</p> <p><b>40-60 months</b> Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint. <b>40-60 months</b> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions.</p>	<p><b>Experiences/Provision:</b></p> <p>Nursery rhymes and rhyming stories</p> <p>Provisions based around stories</p> <p>Writing name in Mother's Day and Easter cards</p> <p>Letters and sounds phase 1 (N) Phase 2 &amp; 3 (R)</p> <p>Formation of phase 2 &amp; 3 sounds.</p> <p>Spring time stories and poems.</p> <p>Different versions of the Easter story</p>	<p><b>Learning Objectives:</b></p> <p><b>Number 30-50</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers represent how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity accurately. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in number problems. Recognises a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>Number 40-60</b> Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to 6 objects from a larger group. Selects the correct numeral to represent 1 to 10 objects. Counts an irregular arrangement of up to 10 objects. Estimates how many objects they can see &amp; checks by counting them. Finds the total number of items in 2 groups by counting all of them. Says the number that is 1 more than a given number. Finds 1 more or less from a group of up to 5 objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involving adding and subtraction. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests &amp; fascinations.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about how old they are - Birthday chart</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Linking to Sport relief - counting in warm-up; star jumps, hops, jumps, claps Practical activities combining two groups problem solving based on mental counting</p> <p>Number songs and rhymes- 5 speckled frogs 5 currant buns 5 little ducks</p> <p>Number and counting stories – 10 wiggly tadpoles 10 in the bed Eggs &amp; legs</p> <p>Whole class number play morning – all activities related to number throughout continuous provision/ cross-curricular</p> <p>Problem solving – counting eggs to fit into different sized egg boxes – 4, 6, 10, 12 &amp; large trays – estimate &amp; check</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life.</p> <p><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talk about pond safety</p> <p>Use of computers &amp; i pads in the classroom – Young MacDonald's farm</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Spring – leaves, colours, blossom, catkins</p> <p>Watching frog spawn hatch into Tadpoles</p> <p>Watching eggs in incubator hatch- hopefully!</p> <p>Noticing and talking about the changes in season/ weather</p> <p>Cutting and sticking skills</p> <p>Using Espresso to find out things about springtime/ Easter</p> <p>Young Macdonald's Farm (Sherston)</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed</p> <p><b>40-60 Months</b> Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p><b>Being Imaginative</b> <b>30-50 Months</b> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences</p> <p><b>40-60 Months</b> Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p><b>Experiences/Provision:</b></p> <p>Looking at works of art representing springtime E.g. Monet</p> <p>Singing/Nursery rhymes</p> <p>Singing number rhymes</p> <p>Pretending to be other people in the home corner and the outdoor area, decorating Home corner</p> <p>Creative table in the classroom</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Making an Easter card</p> <p>Decorating paper/ printing to use as wrapping paper</p> <p>Participating in end of term party including Easter egg hunt</p> <p>Looking at the natural colours of Springtime</p> <p>Observational drawings of spring flowers</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
	<ul style="list-style-type: none"> <li>Counting vocabulary</li> <li>Celebration words</li> <li>Spring language</li> <li>Life cycle vocabulary – frogs/ chicks</li> </ul>	<ul style="list-style-type: none"> <li>Letters and sounds Robots</li> <li>Wow wall</li> <li>Maths display linked to numbers</li> <li>Literacy display name writing</li> <li>Topic – Tadpoles/ frogs</li> </ul>	<ul style="list-style-type: none"> <li>Chick incubator</li> <li>Trip to school pond to collect frog spawn</li> </ul>	<ul style="list-style-type: none"> <li>End of term Moving Up Party</li> <li>Mother's Day</li> <li>Easter Egg Hunt</li> <li>MAGS Day</li> </ul>