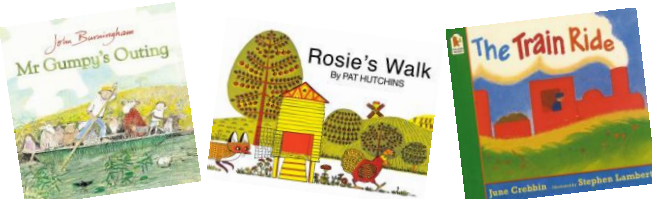


Inspiration:

Children in the Foundation Stage learn best and most effectively when they are given the opportunity to explore, investigate and learn about things that interest them. At Castle Mead School we give children the freedom to follow their own lines of enquiry by planning a skills based curriculum. Themes may last a day, a week or even a half term depending on where the children take their learning. Several children in Bats and Whiskered Bats have shown us a keen interest in various types of transport, so this will be a focus for Term 4.

Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Investigation Table	Maths Challenge Area
<p>These will be shared during story time this term</p> 	<p><i>Super Starter</i> – Small world city.</p> <p><i>Marvellous Middle</i> - We will be having lots of special visitors and learning about how they help people.</p> <p><i>Fabulous Finish</i> – Postcard from our Railway trip.</p>	<p>Home corner - This area will support children in playing together by mimicking home life, doing activities such as cleaning, cooking, looking after babies, setting the dinner table etc.</p>	<p>These will change weekly based on children's interests...please check the classrooms!</p>	<p>This will change weekly based on the maths focus for the week.</p> <p>Key questions How many..? Can you show me? Where is ...? What can you tell me about...? What if...? How could I...?</p> <p>Key Vocabulary Count, more, less, forward.</p>
Literacy	Mathematics		Communication and Language	
<p>Outcome of learning: We will be continuing to develop our reading and writing skills to write for a purpose.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Think about what I want to write. Write words as captions for pictures. Continue to use capital letters, finger spaces and full stops. <p>Phonics Continue to apply phonic knowledge in reading and writing activities, e.g. combining sounds to make words.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Hear and say initial sounds in words. Begin to read simple words by sounding out and blending. 	<p>Outcome of learning: Continue to develop understanding and recognition of numbers to 20 by matching amounts to numerals, finding double dominos, using 1:1 correspondence when counting, using equipment such as numicon and counters, making amounts on tens frames etc.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Sing songs that count forward and backwards. Subatising – looking at numbers represented in different ways and recognising them on sight, e.g. dice, fingers, dominos etc. 		<p>Outcome of learning: Develop confidence and clarity in speaking in front of a small group or the whole class. Develop listening and attention skills at circle times.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Sharing ideas, opinions and interests at circle time (whole class). Sharing their weekend activities with the class mascot during Star of the Week circle time (whole class). Listening for up to ten minutes during carpet times and story times. 	

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p>Outcome of Learning: Talk about things they have seen and how they work, e.g. different modes of transport.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Develop vocabulary relating to transport and the local area. • Make own environments using small world equipment. 	<p>Outcome of Learning: Move with control and co-ordination - travel turn jump gesture and balance. Developing gross motor muscles through daily 'cosmic kids' activities.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Match movements to music • Remember and repeat short movement patterns. • Move with confidence and perform to others. 	<p>Outcome of Learning: Children enjoy joining in with imaginative play as part of a group and may introduce a storyline or narrative.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create and describe imaginary worlds. • Communicate ideas through expressive movement and gestures. 	<p>Outcome of Learning: Begin to take steps to resolve any conflicts that arise.</p> <p>Key skills</p> <ul style="list-style-type: none"> • Begin to compromise with adult support. • Share ideas and opinions for how to overcome different scenarios.
Playing and exploring- engagement	Active learning-Motivation		Creating and thinking critically
<p>Positive Relationships <i>The adults will:</i></p> <ul style="list-style-type: none"> • Create imaginary worlds to support children's imaginative play (small world city) <p>Enabling Environment <i>Adults will provide:</i></p> <ul style="list-style-type: none"> • A stimulating indoor and outdoor learning environment with accessible areas and resources. • Engaging, open-ended activities. 	<p>Positive Relationships <i>The adults will:</i></p> <ul style="list-style-type: none"> • Support and encourage independent learning, modelling learning and questioning as appropriate. <p>Enabling Environment <i>Adults will provide:</i></p> <ul style="list-style-type: none"> • New and unusual resources, objects and activities that link to children's interests. 		<p>Positive Relationships <i>The adults will:</i></p> <ul style="list-style-type: none"> • Support children to overcome problems and work together to find solutions. • Model finding a problem and persevering to solve this. <p>Enabling Environment <i>Adults will provide:</i></p> <ul style="list-style-type: none"> • Activities that encourage and inspire children to problem solve.
<p>Home School Learning</p> <p>Weekly Home Learning: Please check your child's learning journal for each week's home learning letter. Thank you so much for keeping your child's journal updated, it is lovely to see what they have been up to! Children will have reading books sent home on weekly basis and we encourage children to read or be read to daily.</p> <p>Key Dates for enrichment activities: Swindon railway – 27th March</p>			