




Inspiration/Theme:

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, based around a theme. This term our focus will be on the core texts and the themes of learning will evolve as the children show us their particular interests.

Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Investigation Station
	<p>Super Starter We will search for mini beasts and find out how to care for baby animals. We will make homes for the mini beast we have found.</p> <p>Marvellous Middle We will be creating non-fiction books to share what we have learnt about mini beasts.</p> <p>Fabulous Finish We will share our non-fiction books with the Year 1 children and our families at home.</p>	<p>In the class rooms we will have our home corners. Outside we will have a mini beast hide, where the children can explore different bugs and set off on their own bug hunts.</p> <p>Key questions Where do the animals live? What protects the mini beast in the environment? How can we keep the insects safe?</p> <p>Key vocabulary Mini beast, habitat, soil, identifying, bug, caterpillar, spider, fly, pond, frog, dipping, cocoon, butterfly, life cycle, change and different.</p>	<p>We will be investigating the life cycle of a butterfly. We will have our own caterpillars in class to look after and watch their transformation into a butterfly.</p> 

Literacy	Mathematics	Communication and Language
<p>Outcome of learning: Children will be making their own non-fiction text about mini beasts. This will include facts about their favourite mini beast and illustrations of a life cycle.</p> <p>Key Skills: Children will learn to: Use their knowledge of sounds to write words, including some multisyllabic words. Explore the layout of a variety of non-fiction texts to inspire their writing. Start to show an awareness of simple punctuation such as full stops. Understand and use structures of stories in their own independent writing and storytelling.</p> <p>Phonics (Read, Write, Inc) The children are in groups, consolidating sounds, word building and writing letters and short words. They are starting to read simple sentences and stories.</p> <p>Key Skills: Children will learn to: Hear and say sounds in words. Begin to read simple words. Use some clearly identifiable words and letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Outcome of learning: We will continue to build on the skills the children have learnt in previous terms including building fluency to say one less than a given number to ten. We will also be exploring subtraction, doubles and halves. We will continue to explore numbers in different ways using different methods and resources both inside and outside the classroom. We will also explore measure and different apparatus to measure.</p> <p>Key Skills: Children will learn to: Use everyday language to talk about distance (and length). Compare objects by length and to solve problems. Solve problems involving addition, subtraction and sharing.</p> 	<p>Outcome of learning: This term our focus will be on speaking. We will focus on the language of prediction (I think...because) to talk about what we think each animal/insect is.</p> <p>Key Skills: Children will learn to: Use more complex sentences to link thoughts, e.g. <i>using and, because</i> when we are talking about life cycles of an animal. Ask questions about why things happen and give explanations. Asks e.g. <i>who, what, when, how</i>. Use talk to organise, sequence and clarify thinking. Develop vocabulary linked to insects and life cycles. E.g. antenna, thorax, abdomen. Use the language of prediction – ‘It will... I know this because... I think it will...’.</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p>Outcome of Learning: We will create a published book about mini beasts. We will be exploring the changes in spring in terms of environment, weather and animals we see.</p> <p>Key Skills: Children will learn to: Look closely and make careful observations about patterns and change. Talk about some of the things they have observed such as plants, animals, natural and found objects. Develop an understanding of growth, decay and changes over time. Comment and ask questions about the natural world or the place they live. Show care and concern for living things and the environment.</p>	<p>Outcome of Learning: We will explore controlling and striking a ball with our feet. We will also observe the effects of exercise and the positive effects it has on the body. We will also be developing our cursive handwriting style as we learn to hold a pencil correctly and begin to form letters in our handwriting sessions.</p> <p>Key Skills: Children will learn to: Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. Begin to show an understanding of what happens to our bodies when we exercise and to know why we need to exercise.</p>	<p>Outcome of Learning:</p> <p>Key Skills: Children will learn to: Explore colour and how colour can be changed Choose a particular colour for a purpose. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Outcome of Learning: This term we will be focussing on describing ourselves in positive terms and talking about personal abilities and how they might be different to other children.</p> <p>Key skills Children will learn to: Talk about self in positive terms. Be confident to try new activities. Choose the resources they need for their chosen activities and say when they do or don't need help. Begin to develop an understanding of how to take care of nature and the environment.</p>
Playing and exploring- engagement		Active learning-Motivation	Creating and thinking critically
<p>Positive Relationships The adults will: Explore, discuss and discover with the children new growth in their environment. We will encourage the children to explore their surroundings and talk about their observations.</p> <p>Enabling Environment Adults will provide: A stimulating classroom with lots of role play opportunities to act out and represent their familiar experiences. Outside we will provide opportunities for the children to explore the natural environment, such as having bug hunting equipment available.</p>	<p>Positive Relationships The adults will: Help children to talk about themselves in positive terms and recognise their own abilities. This will be done through our natural interactions with children and also through our circle times.</p> <p>Enabling Environment Adults will provide: An environment that allows children the opportunities to have time and freedom to become deeply involved in activities and supports the children's natural interests shown in their play.</p>	<p>Positive Relationships The adults will: Always respect the children's efforts and ideas, so they feel safe to take a risk with a new idea. Encourage critical thinking and scaffold where appropriate. Ask open ended questions such as "tell me how you found that out?" to support and extend the children's learning.</p> <p>Enabling Environment Adults will provide: A learning community which focuses on how, and what, we are learning. Opportunities to solve problems in the indoor and outdoor learning spaces.</p>	
<p>Home School Learning Weekly Home Learning: Children will have reading books sent home on weekly basis and we encourage children to read and be read to daily. Look out for the weekly mop ups on Seesaw where we sometimes put a little challenge linked to that week's learning, for the children.</p>			