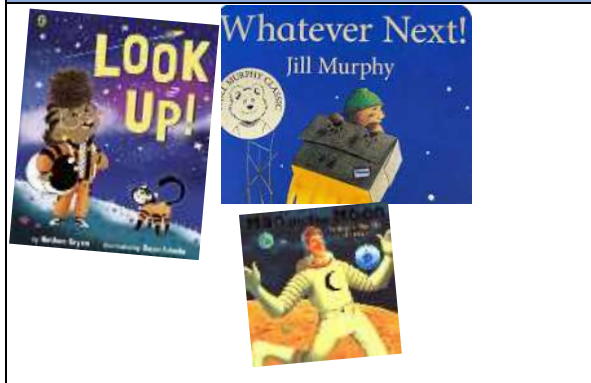




**Inspiration/Theme:** Children in the Foundation Stage learn best and most effectively when they are given the opportunity to explore, investigate and learn about things that interest them. At The Mead Academy Trust we give children the freedom to follow their own lines of enquiry by planning a skills based curriculum. Themes may last a day, a week or even a half term depending on where the children take their learning. As the children go in to their third term, our focus will be on continuing to explore the learning environment through play and encouraging some independent learning.

Core texts/artefact/film	Provocation - Inspire, Immerse	Role-play	Investigation Table
	<p><u>Super Starter</u> A message from the astronaut from our story!</p> <p><u>Marvellous Middle</u> Creating our own spaceship!</p> <p><u>Fabulous Finish</u> We will spend some time stargazing with a special hot chocolate treat!</p>	<p>The children will have the opportunity to explore a space themed role play where they can take on the role of astronauts like in the stories we will be sharing.</p> 	<p>We will have a 'tinkering table/tuff tray' where children can explore a variety of fine motor and scientific skills, such as pull and go toys, making electrical circuits, using keys and locks and nuts and bolts.</p> 

Literacy	Mathematics	Communication and Language
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**Outcome of learning:**  
Children will explore new texts: Man on the Moon and Look Up. We will be storytelling and having discussions about each book that we read, exploring the children's interests and opinions. We will also be thinking carefully about the structures of the story and exploring new vocabulary. There will be lots of opportunities for mark making, where children are able to practise and develop fine motor control and letter formation/drawing. While exploring our new texts this term, we will also be looking at a range of non-fiction texts that will help us to learn about and venture into Space.

**Key Skills: Children will learn to:**

- recognise familiar words and signs around the classroom
- write their own name independently
- tell an adult what their mark making says or means
- write a label using letter sounds they can hear
- using non-fiction texts to find out information about space
- asking questions to find out interesting facts about space
- begin to write simple sentences.

**Phonics:** Continue to apply their knowledge of the alphabet letters by their sounds, combining these sounds to read and spell words, and to support them in their writing.

**Key Skills: Children will learn to:**

- Hear and say sounds in words
- Begin to recognise some 'special friends' – these are digraphs, two letters that make one sound. For example, ch sh th qu ng nk
- begin to read simple words and sentences.

**Outcome of learning:**  
Children will use their knowledge of number to play games and explore the environment. They will be able to identify numerals and quantities up to 10 and beyond, in different contexts. Children will explore numbers within the everyday environment. Children will also continue to practise number formation. Opportunities to explore a variety of measures, such as length, height, capacity etc.

**Key Skills: Children will learn to:**

- Begin to learn number bonds to 5, and automatically recall some.
- Identify numbers hiding within numbers to 5. E.g. 3 and 2 make 5.
- Identify equal and unequal groups
- Find 1 more and 1 less than a given number
- Form numbers to 5 correctly
- Use mathematical language when describing length, height and capacity.

**Outcome of learning:**  
Play games and join in circle times that continue to develop their listening, attention and vocabulary skills and how to use them to interact with their friends and other adult in different situations.

**Key Skills:**  
**Children will learn to:**

- Initiate conversations with adults and children, taking account of what others say
- listen to other children and adults and join in when retelling a familiar story
- maintain attention and concentrate in small group and whole class activities
- talk in full sentences (modelled by all adults)
- ask questions of friends and adults to clarify understanding



Understanding Our World	Physical Development	Expressive Arts and Design	Personal, Social and Emotional Development
<p><b>Outcome of Learning:</b> Children will be able to begin to talk about similarities and differences in the natural environment around the world. The children will explore our ‘tinker table’ and talk about things they notice. To begin to explore light and dark and daytime and night time. To begin to take an interest in our solar system.</p> <p><b>Key Skills: Children will learn to:</b></p> <ul style="list-style-type: none"> <li>continue to talk about some of the things they observe and notice about freezing and melting</li> <li>continue to observe and comment on the changes between the seasons</li> <li>make predictions as to what will happen when a force is applied on an object.</li> <li>exploring how to make toys, electrical circuits etc work.</li> <li>Observing and asking questions to support scientific enquiry.</li> </ul>	<p><b>Outcome of Learning:</b> Children will develop and practice a range of gross motor skills by making shapes on the ground and on apparatus as well as balancing, jumping, rocking and rolling. Children will also continue to develop letter formation as they learn to hold a pencil correctly, form letters from their name, label their drawings and take part in daily handwriting sessions.</p> <p><b>Key Skills: Children will learn to:</b></p> <ul style="list-style-type: none"> <li>negotiate space when playing games with friends.</li> <li>practise forming recognisable letters</li> <li>identify healthy foods and the importance of exercise</li> <li>balancing and climbing over obstacle courses.</li> <li>develop confidence balancing, stretching, jumping and using equipment.</li> </ul>	<p><b>Outcome of Learning:</b> Children express themselves creatively in both the indoor and outdoor classroom. Children will know a collection of songs and rhymes. Children will continue to learn the skills of drawing and colour mixing, using a variety of materials to make marks and create their version of the night sky. Children will have the opportunity to design and make their own spacecraft for their own space adventure.</p> <p><b>Key Skills: Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Show confidence in singing a repertoire of classroom songs</li> <li>understand different materials can be combined to create new effect</li> <li>identify and use materials and explore methods of joining</li> <li>explore tone through pencil and line markings</li> <li>manipulate mark making tools effectively.</li> </ul>	<p><b>Outcome of Learning:</b> Children will begin to negotiate challenges in friendships with adult support. Families will continue to build relationships with the school and will feel part of our school community. Children are able to identify how they are feeling and strategies to support when sad / angry etc. Begin to find a compromise and to negotiate and solve problems. Show a sensitivity to their own needs, and the needs of others. Begin to notice special moments with a friend or adult.</p> <p><b>Key skills Children will learn to:</b></p> <ul style="list-style-type: none"> <li>Apply their awareness of the boundaries set and behavioural expectations.</li> <li>begin to become independent, confident learners in the school environment</li> <li>to be able to make choices and share/take turns.</li> <li>begin to recognise and talk about their feelings and emotions</li> <li>begin to show an awareness of their emotions and the emotions of others.</li> </ul>
Playing and Exploring- Engagement	Active learning-Motivation		Creating and Thinking Critically
<p><b>Positive Relationships</b> <b>The adults will:</b> Model the key skills we want children to develop, e.g. writing a label for a model, sharing stories, supporting children to negotiate through issues etc.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> A stimulating classroom, indoors and outdoors, with accessible areas and resources.</p>	<p><b>Positive Relationships</b> <b>The adults will:</b> Support and encourage children in choosing the activities they would like to do. Encourage children to join in adult directed group or independent tasks through exciting inputs.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> New and unusual resources, objects and activities that link to children’s interests and create awe and wonder.</p>		<p><b>Positive Relationships</b> <b>The adults will:</b> Model the language of thinking and learning throughout the school day e.g. idea, think, know, plan, change, adapt, try hard, etc.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> Opportunities for children to find out their own ways of developing their ideas with support and encouragement. Open ended resources for children to use in an imaginative and creative way, indoors and outdoors.</p>
<p><b>Communication with Families</b> Children will choose a story to come home on weekly basis and we encourage families to share a book daily, recording this in the reading record where possible. Children will also have a RWI sounds book each week for children to read and talk about the words. Key dates for enrichment activities: We will let you know these through Seesaw and/or parent mail.</p>			