




<p>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.</p>			
<p>Core texts/artefact/film</p> 	<p>Provocation -Inspire, Immerse</p> <p>Super Starter We will have a delivery of caterpillars and chicken eggs. We will learn how to look after them and observe their transformation.</p> <p>Marvellous Middle We will visit Hope Warleigh Lodge Farm to see animals in their habitats.</p> <p>Fabulous Finish We will create non-fiction books about animals we have been studying. We will share these with the Year 1 children and our families at home.</p>	<p>Role-play</p> <p>The home corner encourages children to role play activities they may do or see their families do at home. This role play will have real resources that are familiar to children from their own homes.</p> <p>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>Investigation Station</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> 
<p>Literacy</p>		<p>Mathematics</p>	<p>Communication and Language</p>
<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:</p> <ul style="list-style-type: none"> Use what I know, have heard and experienced to help me understand what I have read. Recognise the difference between a fiction and non-fiction text. Write a simple sentence independently Use finger spaces consistently. Write words that are phonetically plausible Beginning to show awareness of capital letters. <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:</p> <ul style="list-style-type: none"> say a sound for each letter in the alphabet and at least 10 digraphs I can read words consistent with my phonic knowledge by sound blending I can re-read books showing increased accuracy and fluency 		<p>Outcome of learning: We will continue to build on the skills the children have learnt in previous terms, including building fluency. Children will have a deep understanding of numbers to 10 including the composition of each number.</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> Count beyond 10 using 1:1 correspondence Represent and compare numbers on 10 frames Represent numbers to 10 on their fingers and on a ten frame Compare numbers e.g. which numbers come before/after 5 on a number track Count beyond 20 Identify parts of a whole to 5 Identify some number bonds to 10 	<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:</p> <ul style="list-style-type: none"> 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. Use the language of prediction – ‘It will... I know this because... I think it will...’. offer ideas and explanations as the why things happen. give logical and organised instructions for how to do something.

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:</p> <ul style="list-style-type: none"> • Comment and ask questions about the natural world or the place they live. • Show care and concern for living things and the environment. • Recognise and name a variety of different animals including insects • Sort and group animals according to key features (e.g. these animals live in the sea, these fly). • Recognise and describe different animals in their local habitat and from around the world (talk about animals that live in different climates) 	<p>Outcome of Learning: In P.E we will be playing games that develop our fundamental movement skills such as throwing, catching, running and turn taking. We will continue to develop our fine motor skills and begin to form letters and use scissors with accuracy. We will also be participating in Sports Day.</p> <p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • Use scissors confidently for a variety of purposes. • Show increasing control when using a variety of mark making resources. • Take turns when playing active games • Develop throwing and catching skills. 	<p>Key Skills: Children will learn to:</p> <ul style="list-style-type: none"> • explore and use a variety of artistic effects to express their ideas and feelings. • select additional tools or materials to improve or change my work. • use props to support role play. • create with intention and share their processes • Play a percussion instrument correctly. 	<p>Outcome of Learning: This term we will be focussing on being able to talk confidently to friends and how to invite others into our play. We will develop our ability to keep going when we find things challenging.</p> <p>Key skills Children will learn to:</p> <ul style="list-style-type: none"> • Initiate conversation and confidently talk to friends • Include others in play • Select resources for a specific purpose that will support my learning. • Be more resilient and persevere in the face of challenge. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Playing and exploring- engagement		Active learning-Motivation	Creating and thinking critically
<p>Positive Relationships The adults will: Explore, discuss and discover new growth in their environment with the children. 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, "Can you 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>			