

### Prime Area: Personal, Social and Emotional Development

- To try new activities and say why they like some activities more than others.
- To speak confidently to others about their own ideas.
- To understand how our own actions affect other people.
- To be able to negotiate and ask appropriate questions.
- To be able to dress and undress for PE.
- To take part in key person time involving discussions with an adult and peers.

### Specific Area: Understanding the World

- To take part in Forest Schools in the school grounds.
- To log on to the school computer network.
- To use simple paint programmes to create pictures.
- To write names into a word processing programme.
- To use the interactive whiteboard.
- To look at and begin to read maps.
- To identify their personal journeys and create an imaginary journey.
- To understand that some animals are awake at night (nocturnal).
- To compare technology found in school and at home - HOMEWORK PROJECT.
- To learn about the Chinese New Year.

### Prime Area: Communication and Language

- To listen to Whatever Next and join in with the rhyming phrases.
- To verbally sequence the events in Whatever Next.
- To create roles and experiences through the use of role play, introducing storylines or narratives.



## Whatever Next

Foundation Class

Spring Term 1

Wow Moment: Sun Dome  
(Cost TBC)

### Specific Area: Expressive Arts and Design

- Role play areas: Baby bear's house and Space ship.
- To create space rocket pictures, imaginary moon creatures, alien masks and junk model rockets using a variety of materials, manipulated to a planned effect.
- To create a moon dance in response to the music.

### Prime Area: Physical Development

- To gain control over fastenings when getting dressed and undressed for P.E sessions.
- To use a variety of gym equipment to travel with confidence and skill.
- To use a correct pencil grip and gaining control with mark making implements.
- To continue to develop fine motor skills through the use of finger gym activities.
- To take part in Forest Schools in the school grounds.

### Specific Area: Literacy

- To complete phase 3 letters and sounds, revisiting phase 2 where necessary.
- To hear and say initial sounds in words.
- To segment and blend sounds in words.
- To begin to read words and simple sentences.
- To give meaning to marks they make.
- To write our own names, labels and captions (items to take to space, picnic food, rockets).
- To attempt to write simple sentences (postcards, story sequencing, diary entry).

### Specific Area: Mathematics

- To count and order numbers to 20.
- To continue repeated patterns.
- To begin to understand simple symmetry.
- To begin to read number sentences.
- To begin to understand the concept of double and half.
- To begin to understand the concept of 3d shapes.
- To measure and compare weight and length.