

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.