

# Foundation Stage Spring Term 1

## Polar Regions

Learning about the polar regions will help us to make sense of our physical world. It will develop our spoken language, enabling us to use a rich range of vocabulary when talking about the world around us. It will develop our artistic and cultural awareness which will support our imagination and creativity too!

### Statutory Framework for the early years foundation stage

(What underpins our Framework? What do we think about when planning the theme in detail?)

#### Prime Areas

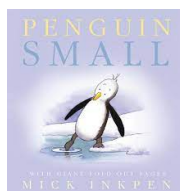
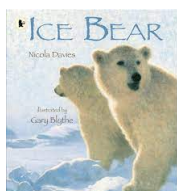
##### Communication and Language



- Listening Attention and Understanding
- Speaking

The development of children's spoken language underpins all seven areas of learning and development.

Children will listen to a variety of different fiction and non-fiction texts. They will be supported to respond and ask and answer questions about the stories and information they have listened to, The children will be encouraged to use the new vocabulary that they have been taught. We will provide opportunities for the children to retell and adapt these stories and facts in their own way.



##### Personal, Social and Emotional Development



- Self-regulation
- Managing self
- Building relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.

We have a programme of units that we follow taken from the Cambridgeshire Primary Personal Development Programme.

This term's unit is:  
**Myself and My Relationships**  
**My Emotions**

The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will explore what causes emotions in themselves and other people and how this can be different for different people. They will begin to develop an

##### Physical Development

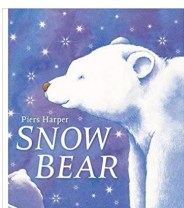
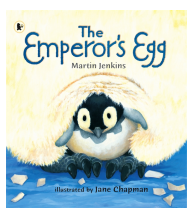


- Gross Motor Skills
- Fine Motor Skills

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is linked to early literacy.

During our weekly PE lesson's children will take part in circuit training. They will negotiate space carefully. Children will develop their confidence and skill when moving around, under, over and through equipment.

Repeated and varied activities will provide children with the opportunities to explore and



understanding of how our feelings affect the way we behave. They will examine the feelings associated with different types of loss and change. The children will explore simple ways of making themselves feel better when they experience an uncomfortable feeling. They will also explore ways of helping other people feel better when they experience uncomfortable feelings too.

play with small world activities, puzzles and arts and crafts. They will practise using small tools and equipment to develop proficiency, control and confidence.



## Specific Areas

### Literacy



- Comprehension
- Word reading
- Writing

### Mathematics



- Number
- Numerical patterns

### Understanding the World



- Past and present
- People, Culture and Communities
- The Natural World

### Expressive Arts and Design



- Creating with materials
- Being imaginative and expressive

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension is necessary for both reading and writing.

Children will listen to a wide range of texts, including poetry. They will sequence events in stories and retell some parts in their own words. They will retrieve information from non-fiction texts. We will continue to use the Essential Letters and Sounds programme from Oxford University Press. This term the children will be learning to recognise new digraphs and trigraphs from phase 3 and 4 of the programme. They will read simple sentences and books that are consistent with their phonic knowledge, including some harder to read words. We will continue to practise letter formation

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

We will continue to follow the White Rose Maths Guidance. Its overview supports the ethos of the foundation stage and its guidance provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking. This term the children will begin the term with 'Alive in 5'. They will be introduced to zero and compare numbers to 5. They will consider the composition of 4 and 5 and compare mass and capacity too. Following on from this is 'Growing 6, 7 & 8' This

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

This term our focus is on the Polar regions. We will use atlases and globes to identify the Arctic regions of the North Pole and the Antarctic regions of the South Pole. Children will learn about some of the animals that live in these regions, how they adapt to the seasonal weather conditions and how they survive. They will learn about the history of the Inuit people and what life is like living in these extreme temperatures. They will be able to make comparisons to their own environment and consider whether they would like to live in a polar region!

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Children will create paintings that represent the landscapes of the polar regions. They will create puppets and masks to use in our polar regions role play area supporting them to recognise some of the similarities and differences between life in this country and life in other countries. They will begin to understand that people have different beliefs and celebrate special times in different ways. They will be encouraged to ask questions about some of the things they have observed, such as plants

and encourage children to write words by segmenting the phonic sounds taught so far. The children will begin to read what they have written to check that it makes sense.	encourages children to combine two amounts and find pairs of numbers. They will then learn about length and time.		and animals and talk about the information that they have found out. Children will demonstrate that they understand the need to respect and care for the natural environment and all living things.
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## Discrete Units to be taught

### Religious Education



We follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.

#### **This term's unit: Why is the word God so important to Christians?**

This unit looks at what the Bible says about God. For the majority of children entering school the word 'God' is an interjection, or swear word. RE gives them another use of the word, one which is not only important to all people of faith, but also in work they will ultimately cover in history and other curricular areas. For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals. It is important to draw inferences from the story as to what God is like.

### Music



In music lessons the children will follow the school music programme Charanga. The half termly programme engages children with music. It includes a variety of adult-led and child-initiated activities. All the musical learning is focussed around nursery rhymes and action songs

#### **This term's unit: Everyone!**

It explores family, friends, people and music from around the world. Children will have opportunities to respond to music and invent their own ways to find the pulse. They will be encouraged to play the pulse on an instrument too!

## Theme Weeks

**Keeping Safe Week (February)** - Our focus for the week is on how to keep safe in many different situations. How can we look after ourselves and others? How do we keep ourselves safe online? What do we do if something we see makes us feel uncomfortable? We focus on internet safety all year round but also have a special focus during Safer Internet Day.

**Additional key events covered in FS include:**

(Chinese) Lunar New Year

