

<p>English</p> <ul style="list-style-type: none"> - Sensory story - Sorry letter/card - Porridge recipe - role play - puppets, small world - sequencing - first, next, then - describe characters - describe setting - woods, cottage - comprehension activities - What Goldilocks did next... - Non-fiction books about bears - Read/listen and draw - bear, chair, bed etc - Rhyming pairs - hot/pot, bed/red etc - Speech bubble activities 	<p>Maths</p> <ul style="list-style-type: none"> - size ordering and comparison - use cubes to measure different sized chairs/beds - measure spoonfuls - weigh porridge oats - measure milk - 2D / 3D shape houses - Sorting bears repeating patterns - explore comparative concepts - more / less, bigger / smaller, heavier / lighter - sharing - number activities with Goldilocks or forest theme - ordering, more/less than, adding, subtracting 			
<p>RSHE</p> <p>Focus: SSS2 Keeping Safe</p> <ul style="list-style-type: none"> - meaning of 'safe' - how do we keep physically safe? - who keeps us safe at home? how? - who keeps us safe at school? how? - stranger danger - keeping safe in different situations. Eg. in a car, in a shop, going for a walk, in a park 	<p style="text-align: center;">Foundation Stage Spring Term 1 - Year A Rotation</p> <p style="text-align: center;">Forest and Woodland</p> <p style="text-align: center;">Goldilocks and the Three Bears</p> <p style="text-align: center;">Pupils will explore the story of Goldilocks and the Three Bears in a communication and language rich environment, using their senses to develop their understanding of key concepts linked to the characters, setting and events in the story</p> <p style="text-align: center;">Key Vocabulary: home, walk, hungry, Goldilocks, girl, bear, baby, Mummy, Daddy, small, little, big, huge, large, gone, broken, bowl, porridge, hot, cold, just right, comfy, hard, soft, salty, sweet, sleep, tired,</p>			<p>Science</p> <p>Focus: Plants and trees</p> <ul style="list-style-type: none"> - use senses to describe natural materials found in woodlands - compare and contrast - leaf hunt - describe and compare leaves (rubblings, painting/printing, leaf picture) - textures (ark rubblings) - explore and describe parts of a plant (leaf, petal, flower, root, stem)
<p>Food</p> <p>Focus: Spreading and Cutting</p> <ul style="list-style-type: none"> - Life skills room: spreading butter on toast, topping on toast, butter on bread, topping on bread, tomato puree on toasting muffins (and ready grated cheese then grill) - Classroom: practise cutting using plastic safety knives on playdoh with different shapes 	<p>ICT</p> <p>Focus: basic skills</p> <ul style="list-style-type: none"> Turning on the computer Logging in Giving computer back when asked Clicking on programme Closing programme Scrolling Dragging 	<p>Topic</p> <p>Focus: Developing vocabulary through the senses</p> <ul style="list-style-type: none"> - make porridge with different flavours and describe smell and taste - explore materials to make a comfy bed - explore natural materials; leaves, flowers, soil, sticks etc. 	<p>RE</p> <p>Focus: Special things in nature - Link to personal experience</p> <ul style="list-style-type: none"> - Our pets - Flowers, house plants - Our gardens - The seasons - Recycling - Light and water (all life depends on these) 	

<p>English</p> <ul style="list-style-type: none"> - Sensory story - Cineliteracy: The Gruffalo BBC film - role play - puppets, small world - sequencing - first, next, then - describe characters - describe setting - woods, - comprehension activities - imaginary recipes for Gruffalo crumble - Non-fiction books about woodland animals - Read/listen and draw - fox, snake, tree etc - Listen and colour parts of Gruffalo (eyes are orange, tongue is black etc) - Rhyming pairs -fox/box, mouse/house - Speech bubble activities 	<p>Maths</p> <ul style="list-style-type: none"> - use cubes to measure footprints/body parts of different animals - roll dice and build a gruffalo - number activities with Gruffalo or woodland theme - ordering, more/less than, adding, subtracting - 2D shape woodland creatures/trees - collect natural materials and weigh them - Compare the size of animals / order by size 		
<p>RSHE</p> <p>Focus: SSSI – Taking care of ourselves</p> <ul style="list-style-type: none"> - who is special to me? - what do these people do to look after me? - how do these people help me take care of myself? - compare people at school and home - compare self-care at home and school (brush teeth - home, wash hands - both etc) 	<p>Foundation Stage Spring Term 2 – Year A Rotation</p> <p>Forest and Woodland</p> <p>The Gruffalo</p> <p>Pupils will explore the story of the Gruffalo in a communication and language rich environment, learning about the woodland environment and some of the creatures that live in the woodland and their habitats</p> <p>Key Vocabulary: mouse, owl, fox, snake, creature, animal, slither, crawl, fly, walk, scary, alive, forward, backward, turn, twig, stick, log, rock, stone, leaf, moss, tree, soil, mud, home, habitat, shelter,</p>		<p>Science</p> <p>Focus: Living things and their habitats</p> <ul style="list-style-type: none"> - sort items into living and not living (alive and not alive) - antworld - wormworld - minibeast hunt - identify minibeasts - describe minibeasts - describe microhabitats of minibeasts - make a microhabitat using natural materials - compare habitats of animals in The Gruffalo to other world habitats
<p>Food</p> <p>Focus: Cutting and weighing</p> <ul style="list-style-type: none"> - Life skills room: cutting Recipes with fruit - smoothies, fruit skewers, fruit and yoghurt tartlets - Classroom: weighing using balance scales with solid ingredients and less solid ingredients one week (flour, sugar etc) Progress to using digital scales with solid ingredients and then with less solid ingredients 	<p>ICT</p> <p>Focus: Coding</p> <ul style="list-style-type: none"> - code-a-pillar to follow a route - beebot through woodland - pressing correct arrow keys - pressing arrow keys correct number of times - describing movement 	<p>Topic</p> <p>Focus: Nature sculptures / natural art. Use natural objects for the following activities</p> <ul style="list-style-type: none"> - Collect and describe natural objects - copy sculptures / patterns - make 3D sculptures - make collages - leaf owls - stone snakes (could decorate stones) 	<p>RE</p> <p>Focus: Easter – How do Christians celebrate Easter?</p>

<p>English</p> <ul style="list-style-type: none"> - Describe settings: the night sky, planets - Sensory activities to aid description: rock, dust (flour), grass, water, ice - Re-create settings - Plan a journey to space - Write a list for the journey - Follow instructions to make a rocket - Follow a recipe to make a space snack - Comprehension activities - Describe and compare Earth and a different planet with a clear difference - Features of day and night - describe, compare and contrast 	<p>Maths</p> <ul style="list-style-type: none"> - shape rocket (3D and 2D) - repeating patterns with planets - roll and build a rocket (dice game) - size ordering of planets - pay for items to pack for a space journey - positional language to place aliens in relation to planets - Comparing quantities of aliens on planets - Twinkl rocket to the moon game - space themed counting, addition, subtraction, one more/less - playdoh planets compare weights 		
<p>RSHE</p> <p>Focus: HL2 - Taking Care of Physical Health</p> <ul style="list-style-type: none"> - Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. - Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). - Recognise the importance of simple rules for sun safety. - Recognise how we feel if we have not had enough sleep. 	<p style="text-align: center;">Foundation Stage Summer Term 1 - Year A Rotation</p> <p style="text-align: center;">Starship Enterprise</p> <p style="text-align: center;">Meet the Planets</p> <p style="text-align: center;">Pupils will explore the story of Meet the Planets in a communication and language rich environment. They will plan a journey to space and learn about the sun, stars and planets in our solar system through practical and creative activities. Pupils will learn about Earth and compare Earth to other planets and then design their own planet</p> <p style="text-align: center;">Key Vocabulary: space, rocket, journey, fly, planet, Earth, sun, star, colours, shiny, twinkle, bright, hot, cold, spin, land, sea, sky, volcano, rings, rock, gas, dust, moon, ice, day, night, life, plan, describe,</p>		<p>Science</p> <p>Focus: Scientific investigation- Communication and Language and Understanding the World outcomes</p> <p>Science based experiments with a focus on plan, test</p> <ul style="list-style-type: none"> - bubbling planets - craters in the moon - grow an alien balloon - straw rocket - flying alien - Marbling ink planets
<p>Food</p> <p>Focus: Weighing and kneading</p> <ul style="list-style-type: none"> - Life skills room: weighing: Use balance scales with solid ingredients one week (grapes, raisins etc) and less solid ingredients one week (flour, sugar etc) then digital scales with solid ingredients and then less solid ingredients Recipes with fruit - smoothies, - Classroom: kneading different doughs; Playdough, salt dough, pizza dough, bread dough 	<p>ICT</p> <p>Focus: Turning on ICT equipment</p> <p>Logging in</p> <p>Click and drag skills</p> <p>Typing key words</p> <p>Completing Purple Mash space activities</p> <p>Use of iPad and chromebook</p>	<p>Topic</p> <p>Focus: Communication - describe and plan</p> <ul style="list-style-type: none"> - Explore planets through practical / sensory activities including; size, colour, temperature, material planet is made from, - Life on Earth - natural environment (trees, plants, land, sea, volcanoes) - Life on Earth - manmade environment (roads, houses, technology) - Design own planet: Colour, food, life, environment 	<p>RE</p> <p>Focus: Special Words and Stories - Christianity</p> <p>The Story of Joseph</p>