

# Foundation Stage Nursery

## Class 1 Willow & Oak



# Spring Term 1 2022

We are learning about ...

## Our Fascinating World



## Things to do to help your child:

- Share books regularly with your child
- Ask your child what they have been learning
- Support your child with independence with their coats and shoes
- Promote independence with toileting and eating with cutlery

## Useful Websites

On our school website there are lots of activities for your child to do.

Other useful websites that may help your child are:

<http://www.bbc.co.uk/schools/bitesizeprimary/>

<http://www.primaryinteractive.co.uk/>

<http://www.crickweb.co.uk>

<http://www.ictgames.com/>

<https://whiterosemaths.com/homelearning/early-years/>

Remember to send your photos of activities that you do at home to us:

[thorpeclass1oak@thorpehesleyprimary.rotherham.sch.uk](mailto:thorpeclass1oak@thorpehesleyprimary.rotherham.sch.uk)

[thorpeclass1willow@thorpehesleyprimary.rotherham.sch.uk](mailto:thorpeclass1willow@thorpehesleyprimary.rotherham.sch.uk)

[k](mailto:k)

[thorpeclass1acorn@thorpehesleyprimary.rotherham.sch.uk](mailto:thorpeclass1acorn@thorpehesleyprimary.rotherham.sch.uk)

## This term we will be learning:

Area of learning	Objectives to be covered
<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Use a wide range of vocabulary</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult</li> <li>• Understand single words in context – 'cup', 'milk', 'daddy'</li> <li>• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> </ul>
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• To become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• To increasingly follow rules, understanding why they are important.</li> <li>• To remember rules without needing an adult to remind them.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>
<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• To skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• To start taking part in some group activities which they make up for themselves, or in teams.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Build independently with a range of appropriate resources.</li> </ul>
<p>Literacy</p>	<ul style="list-style-type: none"> <li>• To understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> </ul>

<h2>Maths</h2>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• To know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal Principle)</li> <li>• To show 'finger numbers' up to 5.</li> <li>• To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• To experiment with their own symbols and marks as well as numerals.</li> <li>• To understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> </ul>
<h2>Understanding the World</h2>	<ul style="list-style-type: none"> <li>• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• To talk about the differences between materials and changes they notice.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> </ul>
<h2>Expressive Arts and Design</h2>	<ul style="list-style-type: none"> <li>• To create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• To sing the pitch of a tune by another person (Pitch Match)</li> <li>• To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul> <p><u>Acorns</u></p> <ul style="list-style-type: none"> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Explore a range of sound-makers</li> </ul>

# Focus for learning

## Our Fascinating World

Lots of exciting learning will take place,  
including:

- Learning about the different animals that live in Africa and Polar lands.
  - Finding out information about Africa and Polar lands.
- Learning about the differences in culture including clothing, music and stories.

## Homework Challenge

- Can you plan and build a box model of an African animal?
  - Can you box model a polar bear or penguin?
    - Share some stories about Africa.
      - Listen to African music.
  - Make your own igloo out of sugar cubes
    - Make an African Mask