

Foundation Stage Spring 1 Term Overview

The themes for this half term will be:

The wolf, Should Goldilocks say sorry?, Easter

Characteristics of Learning: how your child learns

The children will be learning through finding out and exploring, playing with what they know and being willing to have a go. They will also be encouraged to get involved and concentrate on activities through perseverance and enjoy meeting their own challenges whilst developing their own ideas. Children will develop their critical thinking through making links, predictions and problem solving in their play.

Expressive Arts and Design

Key questions:

Can I role play the story of the three little pigs using my cuddlies?

Can I design my own dream house?

Can I create a collage of a wolf?

Role Play - Add the three little Bear's house to the fairy tale wood.

Can I make a bear/ goldilocks puppet?

Can you make scenery of a house and trees for a puppet show?

Can I make up a new story of Goldilocks meeting the bears in woods?

Can you make a new chair for baby bear?

Can I make an easter card?

Can I create my own chick?

Easter cooking.

In art, the children will be role playing the traditional tales. We will use our imaginations to create our own dream homes. They will be using the resources at home and in school to create their own collages, This term we are focusing on Goldilocks and the bears chairs. We will make a new chair for baby bear. creating landscapes from traditional tales and books. In music, the children will explore sounds, how to make them and how to change them, using both their voices and instruments.

We will be reflecting upon our work and thinking about what we could do to make it even better.

Understanding of the World.

Key questions:

Can I make observations of natural resourced homes?

Can I research wolves?

Do you feel sad for the three bears?

Where will Baby Bear find a new chair? Why did Goldilocks prefer Baby Bear's porridge?

What would Goldilocks's parents say?

How can Goldilocks show that she is sorry?

Reflection: what can we learn from Goldilocks?

What happened in the Easter story?

Communication, Language and Literacy

Key questions:

Can I listen and respond to my friends?

Can I listen to a story a talk about what happened?

Can I tell my friends about something I have done before?

Can I join in with songs and poems?

Can I pretend to be a character - what would they say?

Can I talk about something I am looking forward to?

We will be looking closely at the antics of the wolf and his interactions with the pigs and little red riding hood. We will answer questions and learn how to ask our own questions of the characters. We will then move onto the traditional tale 'Goldilocks and the three bears'. We will learn the story and then write our own version. Towards the end of the half term, children will look at the Easter story and write their own Easter cards. Within this learning will be shared, guided and independent writing. Phonics will continue daily. We will continue to learn new sounds to support our reading and writing as well as tricky words.

Mathematical development

During this term, children will look closely at the composition of number 9 and 10. They will compare and count on and back from numbers. They will use mathematical language to explain their findings. They will be looking closely at addition and subtraction whilst problem solving. In space, shape and measure, children will be looking at 3D shapes and pattern.

How do we celebrate Easter?
Do we all celebrate it the same?

At the beginning of our *Goldilocks* topic, There will be an 'incident' in the classroom for the children to investigate.

We will ask:

Who has been in our classroom? How do we know if a character is good or bad? ?

Personal, Social and Emotional Development

Key questions:

What should the wolf do to apologise?
What do we do with our friends?
Can I talk about how I stay safe?
Should we ever go into a stranger's house?
What do we do if we accidentally break something?
Should *Goldilocks* say sorry?
How do we make friends with new people?
Are rules important? What advice would you give *Goldilocks* in the future?

Children will look closely at the characters of the wolf and *Goldilocks* and review their actions. We will talk about actions and consequences. We will continue our understanding of being mindful and focus on our mental health. As we hopefully return to school, our well being and friendships will be a big focus of our learning.

Physical Development

Key questions:

Can I use tools and equipment to make scenery and props for a puppet show?
Can I move like a bear or *Goldilocks* - how do they move differently?
How do we know when we are hungry and thirsty?
Why is it important to wash our hands?
What can I do if I feel tired?
What foods are good for me?

Children will use the bikes and trikes to develop their balance. The children will continue to develop their physical skills during a range of activities. Each week, they will have a coached session by our sports coach. We will look at healthy food choices during our cooking activities and decide what makes our meal balanced.