



# Term 5 - Foundation Stage



## 2014-15

### Physical Development

- ☺ Know the importance for good health, physical exercise, a healthy diet and talk about ways to keep healthy and safe.
- ☺ Move confidently in a range of ways, safely negotiating spaces.
- ☺ Handle equipment and tools effectively, including pencils for writing.

### Maths

- ☺ Place numbers in order and say which number is one more or one less than a given number.
- ☺ Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.
- ☺ Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- ☺ Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Communication and Language

- ☺ Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- ☺ Answer 'how' and 'why' questions about their experiences and in response to stories and events.
- ☺ Express themselves effectively, showing awareness of the listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

## Minibeasts



### Personal Social and Emotional Development

- ☺ Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- ☺ Confident to try new activities and say why they like some activities more than others.

### Understanding of the World

- ☺ Know about similarities and differences in relation to objects, places, materials and living things. Make observations of animals and plants and explain why some things occur and talk about changes.
- ☺ Select and use technology for particular purposes.
- ☺ Interact with age-appropriate software.

### Expressive Arts and Design

- ☺ Safely explore materials, colour, design, texture, form and function.
- ☺ Represent their own ideas, thoughts and feelings.

### Literacy

- ☺ Read and understand simple sentence, use phonic knowledge, read aloud, read some common irregular words and demonstrate understanding by talking.
- ☺ Use phonic knowledge to write words in ways which match their spoken sounds.





## Welcome back to Term 5

Can you believe we only have two more terms in Foundation Stage? We plan to make them as much fun and full of good learning as we can. Our focus is 'Minibeasts' which lends itself well to our lovely outdoor area where the children can explore, examine and learn. Should anyone be an expert on any area relating to this, please let us know.

A few reminders (as always!)

Please

- \* Send in your child's PE bag which includes a pair of named plimsolls.
- \* Unless asked, don't send in any extra toys for showing. However, we appreciate books, resources that relate to our topic.
- \* When your child brings home a book, a brief comment about their reading would be helpful. Children will be bringing books home as usual on a Tuesday and Friday but when they start RWI reading books they will be sent home on a Thursday and need to be brought back the following week.
- \* Learning Books and a new Achievement Leaf will be sent out soon.

☺ Parents at School afternoons will be on Wed 13<sup>th</sup> and Thurs 14<sup>th</sup> May. More details later.



Please send in empty cartons, plastic bottles, wrapping, boxes etc. so that we can do some serious junk modelling. Thank you.

### Read Write Inc.

Thank you to those of you who were able to attend the Read Write Inc. (RWI) presentation last term; we hope you found it useful. Information regarding RWI was also sent to all parents in Early Years and KS1 via Parentmail. Children in YR and Y1 have already begun the RWI programme and we are ready to go with lots of lovely new resources in the new term.

WHOOSH - please note that in order to maintain continuity, we will use the term 'whoosh' (many of the children already know this) to describe the lead in to a letter. This provides the children with the knowledge of what a single letter looks like and connects to the cursive writing expectations. We intend to demonstrate this at our Parents at School sessions.



