

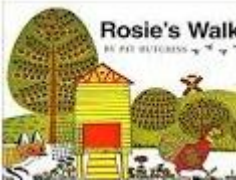


Curriculum Information


Term: Spring Term 2

Class/Year Group: YR – Butterflies and Bees

Inspiration/Theme:

Children in the Foundation Stage learn best and most effectively when they are given the opportunity to explore, investigate and learn about things that interest them. At The Mead School we give children the freedom to follow their own lines of enquiry by planning a skills based curriculum, based around a theme. This term our focus will be on ‘**Growth and New Life**’, but this theme will evolve as the children show us their particular interests.

Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Investigation Table
<p><u>Familiar stories</u></p>  	<p><u>Super Starter</u> Planting our beans to watch them grow!</p> <p><u>Marvellous Middle</u> The arrival of some butterfly eggs. What will happen to them as they grow and change?</p> <p><u>Fabulous Finish</u> Parents will be invited in for a celebration of learning on Wednesday 28th March at 9 am.</p>	<p>We will have a home corner which will be ‘Jack’s House’ where the children can re-enact the story. We will also have a fruit and vegetable shop where the children can order and eat healthy foods. Outside we will have a ‘Garden Centre’ where we will grow and sell plants.</p> <p><u>Key questions</u> What can you buy in a shop? How much does it cost? Can you write down an order? How do plants grow? How do you plant a seed?</p> <p><u>Key vocabulary</u> Flowers, plants, seeds, soil, sunlight, growing, growth, healthy foods, vegetables, fruits.</p>	<p>We will be investigating how to grow plants and flowers. We will be digging and planting different seeds in compost.</p> 

Literacy	Mathematics	Communication and Language
<p><u>Outcome of learning:</u> Children will be learning the story of ‘Jack and the Beanstalk’ with actions in the style of ‘Talk for Writing’ and then writing our own versions of the stories.</p> <p><u>Key Skills:</u> Children will learn to: Be confident with orally saying sentences and begin to read and write the “red” words be, she, he, me, the, said.</p> <p><u>Phonics (Read, Write, Inc)</u> The children are now in groups, consolidating sounds, word building and writing letters and short words. They are starting to read short ‘ditty’ stories and will progress to longer stories.</p> <p><u>Key Skills:</u> Children will continue to: Hear and say sounds in words. Begin to read simple words. Use some clearly identifiable words and letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><u>Outcome of learning:</u> Children will use their knowledge of number to count in ones, tens, twos and fives. The children will create shape patterns inside and outside. They will also explore measure and different apparatus to measure.</p> <p><u>Key Skills:</u> Children will learn to: Use everyday language to talk about distance (and length). Compare objects by length and to solve problems. Solve problems involving doubling, halving and sharing.</p> 	<p><u>Outcome of learning:</u> This term our focus will be on speaking. We will focus on the language of prediction (I think...) to talk about what we notice happening outside. We will use language of prediction when we are thinking about what will happen to the seeds we plant.</p> <p><u>Key Skills:</u> Children will learn to: Use more complex sentences to link thoughts, e.g. <i>using and, because</i> when we are talking about growth. Ask questions about why things happen and give explanations. Asks e.g. <i>who, what, when, how</i>. Extend vocab especially by grouping and naming Use talk to organise, sequence and clarify thinking.</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development	
<p>Outcome of Learning: We will create a published book about growing our own beans. We will share this with our parents and other classes. We will be exploring the changes in spring and the new life we observe.</p> <p>Key Skills: Children will learn to: Comment and ask questions about the natural world or the place they live. Look closely at patterns and change. Talk about some of the things they have observed such as plants, animals, natural and found objects. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment.</p>	<p>Outcome of Learning: Ball Skills- We will learn how to kick, pass, throw and catch a ball. We will also be experimenting with the way we move, running skilfully and negotiating space successfully, adjusting speed or direction to avoid obstacles. We will also be developing our cursive handwriting style as we learn to hold a pencil correctly and begin to form letters in our phonics sessions.</p> <p>Key Skills: Children will learn to: Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space.</p>	<p>Outcome of Learning: We will be looking at shades of green and colour mixing to create different leaf colours. We will also be looking at the work of Georgia O’Keefe, an artist who specialises in painting and drawing flowers and plants.</p> <p>Key Skills: Children will learn to: Explore colour and how colour can be changed Choose a particular colour for a purpose. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Outcome of Learning: This term we will be focussing on describing ourselves in positive terms and talking about personal abilities and how they might be different to other children.</p> <p>Key skills Children will learn to: Talk about self in positive terms Be confident to try new activities, and say why they like some activities more than others. Choose the resources they need for their chosen activities and say when they do or don’t need help.</p>	
Playing and exploring- engagement		Active learning-Motivation		Creating and thinking critically
<p>Positive Relationships The adults will: Explore, discuss and discover with the children new growth in their environment. We will allow the children to explore their surroundings and to use appropriate words to help children make distinctions in their observations.</p> <p>Enabling Environment Adults will provide: A stimulating classroom with lots of role play opportunities to act out and represent their familiar experiences. Outside we will provide bug hunting kits and magnifying glasses.</p>		<p>Positive Relationships The adults will: Help children to become talk about themselves in positive terms and recognise their own abilities.</p> <p>Enabling Environment Adults will provide: An environment that allows children the opportunities to revisit their learning over a period of time, displaying and referring to photos as a reminder of previous learning.</p>		<p>Positive Relationships The adults will: Encourage open thinking by not settling on the first ideas, but asking “what more can you discover?”</p> <p>Enabling Environment Adults will provide: Opportunities to solve problems and visit linked experiences that enable them to extend their learning.</p>
<p>Home School Learning Weekly Home Learning: Children will have reading books sent home on weekly basis and we encourage children to read or be read to daily. Please revisit and review previously learned single letter sounds and ‘special friends’ this term. ‘Red’ words will be sent out on keys to learn at home. Key Dates for enrichment activities: Celebration of learning on Wednesday 28th March at 9 am.</p>				

