



**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. Themes may last a day, a week or even a half term depending on where the children take their learning. As the children settle in to school and new routines our focus will be based around stories, in particular 'We're Going On A Bear Hunt' by Michael Rosen, and the 'Spine Books' for the Reception class (please see displays in class to find out more!)

Core texts/artefact/film	Provocation - Inspire, Immerse	Role-play	Investigation Table
<p><u>Familiar stories</u></p> 	<p><u>Super Starter</u> We will learn the story of 'We're Going on a Bear Hunt'</p> <p><u>Marvellous Middle</u> We are going to be artists, creating collages to tell the Bear Hunt story.</p> <p><u>Fabulous Finish</u> Parents are welcomed to their child's class to hear the story we have learnt.</p>	<p>We have two role plays this term, one is our home corner and one is a bear hospital. The home corner encourages children to role play activities they may do or see their families do at home. We also have a 'Knowledge and Understanding the World' theme in the hospital, exploring different occupations and job roles, as well as focussing on caring for others.</p> <p><u>Key questions</u> What do you think is wrong with the bear? What might it need to make it better?</p> <p><u>Key vocabulary</u> Hospital, doctor, nurse, bandage, medicine, injection, prescription</p>	<p>These will begin with an autumn theme, exploring autumn plants and changes in the natural environment.</p> 
Literacy	Mathematics		Communication and Language
<p><u>Outcome of learning:</u> Storytelling through exploring familiar and repetitive text (We're Going on a Bear Hunt), also thinking about structure, vocabulary and what we enjoy about books in general. Lots of opportunities for mark making where children are able to practise the first stages of writing.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Recognise familiar words and signs around the classroom <u>Phonics (Read, Write, Inc to begin week 5)</u> Apply phonic knowledge by playing phonics games, begin recognising the alphabet letters by their sound and progressing to combining these sounds to read and spell words.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Hear and say initial sounds in words. Begin to read simple words</p>	<p><u>Outcome of learning:</u> Use knowledge of number to play games and learn number songs. Identifying numerals and their quantities up to 10 and beyond in different contexts. Exploring numbers in the everyday environment. Children will also practise number formation, beginning to learn to write numerals correctly</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Count actions or objects which cannot be moved. Develop confidence in using amounts to 10 and beyond.</p>		<p><u>Outcome of learning:</u> Play games that develop their listening, attention and vocabulary skills and how to use them to interact in different situations.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Initiate conversations with adults and children, taking account of what others say Maintain attention and concentrate in small group and whole class activities. Talk in complete sentences (modelled by all adults)</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p><u>Outcome of Learning:</u> Thinking about similarities and differences in the natural environment around them.</p> <p><u>Key Skills:</u> <b>Children will learn to:</b> Talk about some of the things they observe, such as plants and natural objects Look closely and comment on similarities and differences.</p>	<p><u>Outcome of Learning:</u> Learning games we can play together at break times and how to use the play equipment safely. Develop cursive handwriting style as they learn to hold a pencil correctly and begin to form letters from their name. Choosing to have a snack when they feel hungry.</p> <p><u>Key Skills:</u> Children will learn to: Negotiate space when playing games with friends. Travel with confidence around obstacles. Practise forming recognisable letters. Tell an adult or help themselves to snack when they are hungry. Eat a variety of healthy food.</p>	<p><u>Outcome of Learning:</u> Opportunities for children to express themselves through creatively both indoors and outside. Learning a collection of classroom routines songs. Study the artist Joan Miro, and create our own pictures in his style.</p> <p><u>Key Skills:</u> Children will learn to: Build a repertoire of classroom songs. Understand different materials can be combined to create new effects. Manipulate tools effectively.</p>	<p><u>Outcome of Learning:</u> Introduction to our School Charter, thinking about how we can get the best out of our relationships, learning and environment. The Foundation Stage team will also use the 5 point scale to help the children understand when they are making number one (super) choices and collectively will work together to earn cubes to achieve a class reward of their choice.</p> <p><u>Key skills</u> Children will learn to: Develop an awareness of the boundaries set and behavioural expectations.</p>
Playing and exploring- engagement		Active learning-Motivation	
<p><u>Positive Relationships</u> <b>The adults will:</b> Model showing interest in discovering the new classroom and learning environment and finding out new things</p> <p><u>Enabling Environment</u> <b>Adults will provide:</b> A stimulating classroom with accessible areas and resources.</p>	<p><u>Positive Relationships</u> <b>The adults will:</b> Support and encourage children in choosing the activities they would like to do.</p> <p><u>Enabling Environment</u> <b>Adults will provide:</b> New and unusual resources, objects and activities that link to children's interests</p>	<p><u>Positive Relationships</u> <b>The adults will:</b> Model the language of thinking and learning throughout the school day e.g. idea think know plan change adapt try hard etc.</p> <p><u>Enabling Environment</u> <b>Adults will provide:</b> Opportunities for children to find out their own ways of developing their ideas with support and encouragement.</p>	
<p><u>Home School Learning</u></p> <p>Weekly Home Learning: Children will have reading books sent home on weekly basis and we encourage children to read or be read to daily.</p> <p>Key Dates for enrichment activities: We will let you know these through home learning and parent mail</p>			