



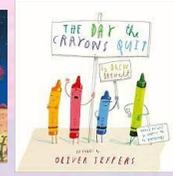
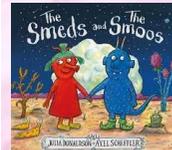
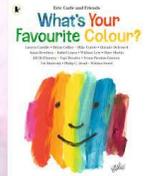
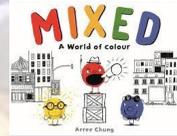
# Innovation & Imagination

**Subject Drivers:** Art and Music

**Enrichment Opportunities:** Artist Study Day, Big art project.

**Foundation Stage 2**  
**Spring 1 2023**

Stories



**Songs, poems and rhymes**

- I Can Sing a Rainbow (with Makaton signs)
- Can you find? (Sung to the tune of Here we go round the mulberry bush)
- If your wearing something \*insert colour\* clap your hands.

Skills we will develop . . .

## Personal, Social and Emotional Development

- Express their feelings and consider the feelings of others.
- Build constructive and respectful relationships
- Think about the perspectives of others.

## Communication and Language

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Learn rhymes, poems and songs about colours.

## Physical Development

- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
- Progress towards a more fluent style of moving, with developing control and grace.

## Maths

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with it's cardinal value.
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore composition of numbers up to ten
- Compare length, weight and capacity.

## Literacy

### Phonics

- Week one focussed on revisiting and refreshing from Autumn 2
- Phase Three- j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er and tricky words he, she, we, me, be, was, you, they, all, are, her, my.

### Reading

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

### Writing

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense.

## Understanding the World

- Compare and contrast characters from stories, including figures from the past.

## Expressive Arts and Design

### Art

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

### Music

- Listen attentively, move to and talk about music, expressing their feelings and responses.

## How we will develop the skills in school . . .

### Literacy

- Explore reading and writing simple words by applying phase 2 and 3 phonics learnt so far e.g. red,
- Begin to read and write phase 3 tricky words: he, she, me, we, be, you, all, are, her, was.
- Exploring stories linked to colours, feelings, emotions and art e.g. Emotions through the use of Colour Monster.
- Begin to write simple sentences using finger spaces e.g. He is red.
- Re-read sentences they have written to check they make sense and begin to self correct where possible.

### Maths

- Match numeral to quantity with number to 10 and beyond. Ensuring when they count they are still stating one numeral for one object.
- Compare amounts and use mathematical vocabulary for comparison such as 'more than, less than, fewer, the same as and equal to.' Children will use equipment including objects and number tracks to recall this information quickly.
- Encourage children to explore capacity through practical exploration e.g. different size and shape containers, which holds more? How do you know?

### Art

- Exploring colouring mixing through play., identifying changes that occur and discussing what caused changes.
- Mixing colours with purpose in mind using what they learnt through independent investigation to create the colours they need to create a colour monster.
- Looking at a famous artist and their work (Kandinsky). Identifying the features of their art and creating their own version of the art he created.

### PSED

- Circle time/Assembly times linked to texts we are using in Literacy e.g. Colour monster. Texts will provide opportunities for children to discuss feelings, emotions and how different situations and events make them feel. We will look at ways of expressing feelings and emotions appropriately.
- Continuing with small group games/activities to help develop and nurture relationships between children and staff.
- Exploring collaborative art, encouraging children to work in pairs and/or small groups to complete simple tasks where they will need to communicate, listen and respond to each other, taking on ideas of others.

### Role Play and Small World

Role Play: Home Corner real fruit and vegetables. Enhance with stories such as kitchen disco and encourage children to label items in the kitchen cupboards.  
Small World to become an art investigation station exploring different artist images and accessing different tools to create.

### Fine Motor

- Sorting coloured objects using tweezers.
- Making a colour button rainbow placing small buttons/beads on correct colours.
- Mixing coloured water using pipettes (water tray)

### Gross Motor/PE

- Big PE– Developing ball skills, catching, throwing, kicking an aiming.

### Learning at Home

Home learning Packs that were sent home in Autumn term will be added to throughout the term based on current learning in phonics. Packs will contain:

- Phonics learning so far
- Phase 3 phonic mat
- Phase 3 alien word cards
- Number track

Throughout the term links to current stories and rhymes children are learning will be shared with parents via Tapestry.