



# Innovation & Imagination

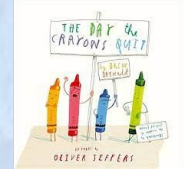
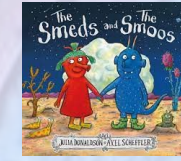
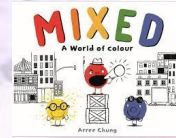
**Subject Drivers:** Art and Music

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

**FS2**

**Spring 1 2024**

## Stories



Skills we will develop . . .

### Personal, Social and Emotional Development

- Express their feelings and consider the feelings of others.
- Show resilience in the face of challenge.
- Build constructive and respectful relationships, thinking about the perspectives of others.
- Identify their own feelings.

### 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.
- Engage in non-fiction books.
- Listen to and talk about non-fiction to develop familiarity with new knowledge and vocabulary.

### 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.

### Literacy

#### Phonics and reading

- Learning new phonemes **ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er**
- Learn to read new tricky words **was, you, they, my, by, all, are, sure, pure**
- Learn to read words with double letters (**l**etter, **h**ammer, **bu**tt~~o~~n etc) and that each letter represents one sound and say the sounds for them.

#### Writing

- Continue to develop fine motor skills for hand-writing.
- Form lower-case and capital letters correctly for graphemes we have learnt (see above).
- Spell words by identifying the sounds and then writing the sound with letter/s.

### Maths

- Count objects, actions and sounds 0-5 confidently, beginning to count 0-10.
- Subitise numbers 0-5 confidently
- Link the number symbol (numeral) with it's cardinal value.
- Orally count beyond ten
- Compare numbers between 0 and 10.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore composition of numbers up to ten.
- Compare length, weight and capacity.

### Understanding the World

- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel outdoors

### 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.
- Exploring stories linked to colours, feelings, emotions and art e.g. Emotions through the use of Colour Monster.
- Continue to develop a pencil grip which allows for confident and comfortable mark making.
- 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.

### **PSED**

- Circle time/Assembly times linked to texts we are using in Literacy e.g. Colour monster and Mixed.
- Texts will provide opportunities for children to discuss their own feelings, emotions and how different situations and events make them feel. We will look at ways of expressing feelings and emotions appropriately—linked to Zones of Regulation.
- Continuing with small group games/activities to help develop and nurture relationships between children and staff.
- Children to talk about what they like about Kandinsky's art and describe why they like it in simple terms.
- Exploring collaborative art, children to work in pairs and/or small groups to complete shared art.

### **Maths**

- Match numeral to quantity with numbers to 10 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 weight, mass and capacity through practical exploration e.g. different size and shape containers, which holds more? How do you know? Which is heavier/lighter?

### **Role Play and Small World**

Role Play: Mini Infant School. Children teach their friends what they have learnt in school already.

Small World—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 taught using GetSet4PE. This half term we will begin gymnastics.

### **Art**

- Exploring colouring mixing through play.
- Learning how to mix paint using powder paint and water.
- Explore how to mix primary colours to create secondary colours, before exploring shades and tints.
- Explore and discuss colour, shape and form in famous art by the artist Wassily Kandinsky.
- 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.
- Work with a local artist with school/classmates to create giant land art.

### **Learning at Home**

- Continue to practise Phase 2 and 3 phonics (see which new phonemes we have learnt by checking your child's book bag weekly).
- Read the book from their book bag and their reading for pleasure books at home regularly.
- Keep playing at some of the Numicon games from your learning packs.
- Make land art using natural materials in your garden or at the park.