




## Foundation Stage 2 Summer Term 1 Overview

Our theme this half term is: *Going on an adventure*

Our key text is: *The Pirates are coming*

Area of Learning	Our key focus:	Things to do at home to help:
<b>Personal Social and Emotional Development</b>	<p><b>Relationships:</b> The children are learning about healthy relationships, looking at different aspects such as:</p> <ul style="list-style-type: none"> <li>Showing affection to people that are special to them.</li> <li>Talking about families and different roles within them.</li> <li>Knowing how to make friends, develop friendships and solve problems when they occur.</li> <li>Considering how it feels to belong to a group, and respecting each other.</li> <li>Learning how to help themselves and others when they feel hurt or upset.</li> <li>Knowing what a good relationship looks and feels like.</li> </ul>	<p><b>Things to do at home to help:</b></p> <ul style="list-style-type: none"> <li>Give your child words to describe feelings, as sometimes they don't have the more complex vocabulary. Explain to your child what they are feeling.</li> <li>Explicitly praise your child when they model good relationships with their siblings.</li> <li>Encourage games that involve turn taking.</li> <li>Read books that challenge stereotypes</li> <li>Friendship song: <a href="https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-songs-let-friendship-grow">https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-songs-let-friendship-grow</a></li> </ul>
<b>Communication and Language</b>	<p>The children do spend time in small groups and as a whole class, sharing stories and discussing topics. We are teaching the children to speak audibly so they can be heard for example in a plan, do, review session. .</p>	<ul style="list-style-type: none"> <li>• Encourage your child to tell you what they have learnt in school each day.</li> <li>• Ask your child to explain what they have done, and why.</li> </ul>

	<p>The children are encouraged to use "because", "then" "but" when explaining their plan and outcomes.</p>	<ul style="list-style-type: none"> <li>• Ask your child to explain their likes/dislikes, encourage them to use 'because' in their answer.</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Our PE topics are: Athletics and games</b>  <b>Team games including football skills-kicking and dribbling</b>          Developing: running, jumping, hopping, throwing and catching.          Using the bean bags and hoops as well as having the opportunity to use the bikes, go-karts and scooters.  <b>Health and self care:</b> children being independent when choosing a book they like and organising book bags for daily phonics.</p>	<ul style="list-style-type: none"> <li>• Getting active by playing ball games, practising throwing and catching skills.</li> <li>• Riding bicycles and scooters</li> <li>• Baking together at home</li> <li>• Walking outdoors in local parks and open spaces, can you find different ways to move? eg skipping, hopping.</li> </ul> <p>Give your child jobs to complete independently as a way to teach them self-organisation. Praise them for completing this job with minimal or no help.</p>
<p><b>Literacy</b></p>	<p><b>Our phonics scheme is Read, Write Inc (RWI)</b></p> <p>Our focus in phonics is to encourage children to use their phonic knowledge to decode regular words and read them aloud accurately.</p> <p>We are working on reading speedily.          Our text is; The Pirates are coming</p>  <p>Our main focus is to encourage children to begin writing simple sentence in meaningful contexts.          We are starting to learn how to use capital letters and full stops.</p> <p>Use phonic knowledge to write words in ways which match spoken sounds by using 'Fred Fingers' accurately to</p>	<ul style="list-style-type: none"> <li>• Practice using Fred Fingers when writing, an example is a "to do" list</li> <li>• When reading, practice saying Special Friends, then Fred Talk read the word.</li> <li>• Share books together, and read to your child</li> <li>• Reading aloud together</li> </ul> <p>We will share RWI videos on dojo</p> <p>Do you have a pet? Discuss what we could write about our pets, model writing sentences to describe my pet including adjectives, using capital letters, full stops eg, My dog is black. If you do not have a pet, think about what animal you would like to have.</p> <p>Discuss stories that you have read, encourage your child to answer how and why questions in response to stories to aid comprehension.</p>

	<p>help spelling. Say the word- count out the sounds- spell the word, pinching the sounds on your fingers.</p> <p>We are encouraging children to apply taught digraphs and trigraphs (special friends) in their writing. Digraphs: th/sh/ng/nk/ch/qu/ee/ay/oo/oo/igh</p> <p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p>	<p>Practice writing for different reasons with your child based on their interests, can they label the picture they have made? Can they write a sentence about what they can see? Encourage your child to make cards, write letters, write stories.</p> <p>Visit the library- Can you get some pirate or adventure stories to read to your child.</p>
<p><b>Mathematics</b></p>	<p>Our main focus is counting accurately, learning different strategies including touching and moving items. Explore different representations of numbers- use ten frames. Subitising - seeing quantities without counting, an example are the dots on a dice. Looking at amounts and how they are made- the numbers inside another number. Compare quantities. Looking at making bonds to 5, and beyond to 10 if confident. Continue to practice doubles, finding odds and evens. Compare amounts- explore adding and taking away from real groups of objects.</p> <p>Counting forwards and backwards 1-30, and learning the teen numbers.</p> <p>Playing counting games when measuring time and rhythmic patterns. How many claps? Coins dropping into a tin?</p> <p>Repeating patterns</p> <p>Measures: longest/shortest/tallest.</p>	<p>Play card games and board games, practice counting on.</p> <p>Look for numbers in the environment, number of bus/front door</p> <p>Make number cards 11-20. Count out beads/buttons/stones/sticks etc. Arrange them in groups of 5 or 10 and the extras. e.g 8 is 5 and 3 more</p> <p>Measure time of events - how long to walk to school.</p> <div data-bbox="1223 943 1751 1302" data-label="Image"> </div>

<p><b>Understanding the World</b></p>	<p>Our Earth- linked to earth week. How can we invest in our planet? Reduce, re-use, recycle.</p> <p>The coronation: Talking/describing significant events and people.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about families and people that are important to them. Retell personal events.</p> <p>Explore forces and make observations: floating and sinking</p>	<p>Go on an energy saving walk at home. Switch off electric appliances and lights. How can we use less plastic? Recycle together</p> <p>Share photographs of sea creatures. Encourage children to talk about which one is their favourite and why. Can you draw and write about your favourite animal?</p> <p>Investigate things that float and things that sink.</p>
<p><b>Expressive Art and Design</b></p>	<p>Use different materials to represent ideas in creative ways.</p> <p>Use imagination and observations to draw, paint, collage and make models.</p> <p>To sing songs from memory, and learn new vocabulary: Sea shanties and songs linked to the water.</p>	<p>Sing:</p> <ul style="list-style-type: none"> <li>• Yellow Submarine/Octopus Garden - The Beatles</li> <li>• What's under the sea song - <a href="https://youtu.be/7OGVVHDOebc">https://youtu.be/7OGVVHDOebc</a></li> </ul> <p>Please share any craft and creative activities via a photo on your child's profile on class dojo. Can you create an underwater picture?</p> <p>Make your own boat. Use recycled materials.</p>