

Foundation Stage Curriculum Newsletter Term 4 – 999 Where's the Emergency?



Week 1 – Percy the Park Keeper 'After the Storm'

Literacy: Writing sentences independently about Percy and his animal friends.

Phonics: Consolidate Phase 2 and 3 sounds, tricky words and blending skills.

Maths – 'Family of 5' – how many ways can we make 5? Recording our ideas in different ways.

Can you apply this to other numbers?

Physical development: Throwing and catching skills using small apparatus (beanbags)

(Children will need a named white t-shirt and black shorts in a named bag every Tuesday)

Personal Social and Emotional Development (PSED): After receiving a letter from the 'Council' – children had

to discuss whether the Wildlife Area should be removed to make way for houses. They will be casting their vote, making posters and campaigning to 'Save our Wildlife Area' – we hope to hear back from the 'Council' soon.

Understanding the World/ Speech and Language Development: What is our favourite part of the Wildlife Area? Why? Who benefits from it? In what ways?

Expressive arts and Design: Children will design posters including pictures and lettering.

Kinetic letters this term: Recapping the families learnt so far:

'Jumper' family (h, n, m, b)

'Abracadabra' family (c, a, d, o, q)

Introduce: 'Window cleaner' family l, t Squirter 'e'

Week 2 - Firefighters



Literacy: Writing simple sentences beginning with a capital letter, with spaces between words and ending with a full stop.

Phonics: Consolidating blending skills using Phase 2 and 3 sounds, learning tricky words 'he, she, me, we, be, was, they'

Maths: Language to describe capacity – which will hold the most, least, empty, full, half full.

Physical development: Using small equipment with control and safety – throwing and catching skills.

PSED: How to keep safe and what to do if we discover a fire.

Understanding the World: How do firefighters do their job? What equipment will they need? Looking at signs of Spring.

Expressive arts and design: Painting fire engines, making models and role playing in the fire station.



Week 3 – The Police

Literacy – Discovering the different ways in which the Police communicate – notebooks, walkie-talkies, computers

Numeracy – Finding one more and one less of a given number (practically and using a number line)

PSED: Making safe choices and what to do if we feel unsafe.

Understanding the World – How do the Police solve crimes? Looking at fingerprints

Expressive Arts and Design – role playing, observational drawing



Week 4 – The Vet

Literacy – Writing sentences independently using our phonic skills – writing for a range of purposes

Numeracy – Finding one more and one less of a given number (practically using objects and using a number line)

PSED: How do we look after our pets?

Understanding the World – Looking for signs of Spring, preparing the ground for planting

Expressive Arts and Design – role playing, observational drawing

Week 5 – The Optician

Literacy – Writing sentences independently using our phonic skills – writing for a range of purposes

Numeracy – Solving simple addition sums practically (using objects) and beginning to record our ideas using mathematical symbols + =

PSED: What would you like to be when you grow up?

Understanding the World – Planting seeds – what will they need in order to grow?

Expressive Arts and Design – Expressing their own ideas through art, design, music and role play



Week 6 – Easter

Literacy – Discuss the Easter story.

Numeracy – Solving simple addition sums practically (using objects) and beginning to record our ideas using mathematical symbols + =

PSED: How do you celebrate Easter? Is this the same as other families?

Understanding the World – Why do Christians celebrate Easter?

Expressive Arts and Design – Expressing their own ideas through art, design, music and role play

Children were so interested and enthusiastic about the Chinese New Year celebrations, that we kept the activities going. This means our 'Percy' work was moved to this term instead.

Please be aware that the letter from the Council was indeed 'made up' and **our Wildlife Area is not at risk of development** – it was an activity designed to generate discussion about conservation and democracy - (which is certainly did!)

We are very pleased with the progress children are making and thank you for your continued support. If you have any questions or queries, please talk to a member of the Foundation Stage team.

How to help your child at home.

Reading

- It is expected that by the end of this term, children will be reading simple sentences independently - by sounding out only when needed, but reading many words by sight.

Please read with your child as often as possible.

Set aside a quiet time for reading 1:1 with your child. (e.g. a bedtime story.)

Children will also be bringing home a book from the school library every Friday - **please share the book at home and make sure it is returned each Friday.**

Keep in touch with school and communicate with school about your child's reading.

Please sign the reading record book, adding a comment about their progress and enjoyment of the stories.

Please do as little or as much as your child can cope with and stop when they have had enough - reading should be fun!!

You are also invited to our reading sessions **every Thursday at 3pm** to share stories with your child.

Writing

- To begin to write simple sentences which start with a capital letter and include spaces between words, beginning to sound out simple words using their phonic skills and begin to write some words from memory.

Please share any independent writing completed at home with the class teacher – we would love to see it.

If you have any worries, concerns or questions please ask a member of the Foundation Stage team who will be happy to help.

Date for Your Diary:

We look forward to seeing you at our Foundation Stage Assembly (both classes) on **Thursday 23rd March at 9.00am in the KS 1 hall. After the assembly you are invited back into the classroom to see what your child has been learning this term.**

