

## Owl Base Learning Intentions and Activities 2017-18 – Spring Period

Term 3

# Beware of the bears.



Term 4



### Prime Areas of the Foundation Stage Curriculum

<u>Communication and Language</u>	<u>Physical Development</u>	<u>Personal, Social and Emotional Development</u>
<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Give attention to what others say and respond appropriately, don't interrupt!</li> <li>-Follow instructions involving several ideas or actions.</li> <li>-Develop own narratives, being aware of past, present and future tenses.</li> <li>-Answer how and why questions in response to stories and events.</li> </ul> <p><b>Possible activities</b></p> <p>Bring a bear to school' day.</p> <p>Circle time, 'R' time and 'Time to Talk'.</p> <p>'Tiny Twitter' then, later, 'Big Twitter'.</p> <p>Contribute ideas to a group story and act this out in the story square.</p>	<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Jump off an object and land appropriately.</li> <li>-Show increasing control when throwing, catching and kicking.</li> <li>-Be aware of space, adjusting speed and direction purposefully.</li> <li>-Demonstrate coordination using a pencil, scissors or a paintbrush.</li> <li>-Talk about ways of staying healthy and safe.</li> <li>-Describe a balanced diet.</li> </ul> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Balance bikes &amp; other outdoor play equipment to develop balancing, climbing, agility &amp; sports skills.</li> <li>-Begin to walk a mile a day. Time it.</li> <li>-Crafts e.g. clay pots, sewing.</li> <li>-'Write Dance' and 'Dough Disco'.</li> <li>-Develop fine manipulative skills with a variety of fun 'Finger Gym' activities.</li> </ul>	<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Take account of others' ideas about how to organise their activity.</li> <li>-Talk about their own and other's behaviour and its consequences.</li> <li>-Choose resources for a chosen activity.</li> <li>-Be confident to try new experiences and express preferences.</li> <li>-Take changes of routine in their stride.</li> <li>-Show sensitivity to others' needs and feelings.</li> </ul> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Settle back into the school day and routines.</li> <li>-Revisit the Class Full Value Contract &amp; 'traffic lights'.</li> <li>-Contribute to class project plan and help to design role-play area.</li> <li>-Road safety.</li> <li>-Through play and adult-led activities we will</li> </ul>

	<ul style="list-style-type: none"> <li>-Learn about/taste some healthy foods. Tesco visit?</li> <li>-Obstacle courses.</li> <li>-PE with a sports coach.</li> </ul>	<p>develop positive attitudes to learning, always trying our best.</p> <p>-‘Helping hands’.</p>
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*“Tell me and I forget. Show me and I remember. Involve me and I understand.” Chinese proverb.*

### **Specific Areas of the Foundation Stage Curriculum**

<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive Art &amp; Design</u>
<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>-Read and understand simple sentences. Demonstrate an understanding of what has been read.</li> <li>-Use clearly identifiable letters to</li> </ul>	<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Order numerals from 20 to 1.</li> <li>-Order numerals to 100.</li> <li>-Count orally to 100 and beyond.</li> <li>-Say one more or less than a number to 20.</li> <li>-Add and subtract two single digit numbers.</li> <li>-Model calculations using a number line.</li> </ul>	<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Know about similarities and differences between themselves and others and among families, communities and traditions – Chinese New Year, Easter.</li> <li>-Talk about features of their own environment and how environments vary from one another.</li> </ul>	<p><b>EYFS Curriculum</b></p> <ul style="list-style-type: none"> <li>-Sing songs, make music and dance and experiment with ways of changing these.</li> <li>-Use a variety of tools, techniques and materials to experiment with colour and texture.</li> <li>-Represent own ideas, thoughts</li> </ul>

<p>communicate meaning, some correct sounds selected.</p> <ul style="list-style-type: none"> <li>-Use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>-Write some common sight words.</li> <li>-Continue a rhyming string.</li> </ul> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Phonics phase 3.</li> <li>-Daily story time, poems and rhymes - '5-a-day'.</li> <li>-Write own name with correct letter formation and pencil hold.</li> <li>-Borrow books from our class library.</li> <li>-Explore fiction and non-fiction books.</li> <li>-Research 'bear' facts.</li> <li>-Mark-making in all areas.</li> <li>-Guided reading &amp; writing.</li> <li>-Library visits.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare sizes and weights.</li> <li>-Use everyday language associated with time.</li> <li>-Consolidate language of 2d and 3d shapes.</li> <li>-Introduce coins, make small amounts.</li> <li>-Data Handling.</li> </ul> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Daily math challenges.</li> <li>-Measuring time and distances travelled.</li> <li>-Bar charts/pictograms.</li> <li>-Money games.</li> </ul>	<ul style="list-style-type: none"> <li>-Use iPads and cameras as recording devices. Use iPads and computers for research.</li> </ul> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Investigate and explore different types of bears &amp; where they live.</li> <li>-Old and new teddy bears.</li> <li>-Make bears &amp; habitats using craft materials/junk/construction kits.</li> <li>-Wild bears and bears in zoos.</li> <li>-2 Simple software, Espresso.</li> <li>-E Safety – recap Hector the Protector, Safer Internet Day.</li> <li>-Easter.</li> <li>-Chinese New Year.</li> <li>-Library visits.</li> </ul>	<p>and feelings through music, dance, art, role play and stories.</p> <p><b>Possible activities</b></p> <ul style="list-style-type: none"> <li>-Colour mixing with paint.</li> <li>-Self-portraits using pastels.</li> <li>-Home corner role-play.</li> <li>-Dramatising 'bear' stories.</li> <li>-Mark making with various media.</li> <li>-Music with percussion instruments.</li> <li>-Making instruments.</li> <li>-Dance.</li> <li>-Cutting, sticking, collage and junk modelling. Making bears.</li> <li>-Practising nursery rhymes and learning simple songs.</li> <li>-Boomwhacker band/performance.</li> <li>-Easter/Mothering Sunday crafts.</li> </ul>
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*"Play is the highest form of research."* Albert Einstein

<p style="text-align: center;"><b><u>RE</u></b></p> <p>Understanding Christianity. Epiphany, gifts, journeys. Participate in times of stillness and reflection, class / whole-school worship. Easter service. Class prayers. Bible stories.</p>	<p style="text-align: center;"><b><u>Home/School links and learning</u></b></p> <p>'Bring your special bear to school day.' Library visits. Maths workshop for families. Listening to and reading stories and rhymes together at home.</p>
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<p><i>"Only a generation of readers will bring a generation of writers."</i> Steven Spielberg</p>	