

Our Learning: Foundation Stage Two, Spring

Conkers and Acorns

	Learning at school	Learning at home
English	This term we will be continuing our phonics journey, beginning to recognise and use digraphs and continuing to work on forming our letters correctly. Our focus books for this term are Elmer stories and a selection of traditional tales such as Little Red Riding Hood. We will be learning these stories through acting, sequencing and retelling the stories together. We will also be learning about the characters, the set and the way a story is written.	<ul style="list-style-type: none"> • Practise forming letters through name writing, writing letters you see in the environment, copying labels. • Practise phonics sounds. • Listen to stories read by an adult or a sibling. Discuss the main parts, characters and settings. • Begin to read short sentences, phrases and logos seen in your environment. • Read a variety of stories with different characters and settings.
Maths	This term we will be continuing to focus on numerical patterns to 20. We will be also be beginning to look at comparing objects using different measurements such as weight, height, length and capacity. We will be learning the different ways to recognise 2D and 3D shapes and name them. We will be continuing to learn about the composition of numbers and subitising amounts up to 10.	<ul style="list-style-type: none"> • Counting forwards and backwards to twenty. • Recognising numerals and continuing numerical patterns. • Counting a given amount and matching to the numeral. • Compare objects by weight, height, length and capacity. • Notice shapes in the environment and discuss the properties.
Our topic work	This term we will be learning about about Africa. We will learn about the animals that live in Africa, what it is like to live there, try various fruits from the country and discuss the similarities and differences. We will research using stories, videos and looking at artefacts. In spring 2, we will be learning about fantasy stories. We will learn about traditional stories from other countries and make comparisons between them. We will research the characters and the settings of these stories.	<ul style="list-style-type: none"> • To find out information about Africa • Visit a woodland area or farm to see what animals live in our country. • Visit pets within the family or visit a pet shop. • Make a poster about one of the large animals in Africa. • Read traditional tales from different countries. • Look at the characters in traditional stories • Draw and label characters from stories. • Read a variety of stories.

Our class expectations

Every day	<ul style="list-style-type: none"> • Arrive at school on time • Wear the right uniform, or talk to my teacher if I don't have it on • Have a positive attitude to learning! • Bring my book bag into school every day.
Every week	<ul style="list-style-type: none"> • Complete my homework by Wednesday each week. • Read at home at least four times, and record this in my reading record. • Practise my phonics and red words at home. • Wear PE kit to school on Fridays ensuring I am not wearing any jewellery and my hair is tied back out of my face. • Practice my weekly maths facts

Reading Expectation

All children should be reading at home **at least four times per week** and brought into school **every day**.

Parents/carers should be **signing reading records at least four times per week** to show when reading has been done.

Some questions to ask your child while reading together

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- What does that word mean? Read the words around it to help you figure it out (context)
- How can you read an unfamiliar word? Can you use your Fred talk and then blend?
- Who are the main characters in the story?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Can you predict how the book will end?
- Who is your favourite character? Why?
- Is there a hidden message in the story? What is it?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?



Reading tracker and competition

We are running a whole school reading competition. Teachers are tracking how many times pupils in their class have their reading records signed each week. These figures are then added to our reading race board and the class that has their reading records signed the most in a term wins the reading trophy.

There are also individual prizes to be won so get reading and signing.

Reading record signed 50 times: School book mark

Reading record signed 75 times: Reading book

Reading record signed 150 times: Medal

Reading record signed 200 times: Gold pin for jumper

Reading record signed 250 times: Trophy

Red Word Lists

Red words are words that we do not sound out. They are words that we can sight read and know without hesitation. These words are for you to learn each week and will be checked during reading time with the class teacher and other adults.

<u>List 1</u>	<u>List 2</u>	<u>List 3</u>	<u>List 4</u>	<u>List 5</u>
I	your	are	what	was
the	you	be	all	we
my	said	of	no	so
they	put	where	when	why

Maths facts

These are some ideas of maths things to practise over the next few weeks. Children should be able to recall the number pairs for all numbers up to without hesitation.

<u>List 1</u>	<u>List 2</u>	<u>List 3</u>	<u>List 4</u>	<u>List 5</u>
Number pairs to 5 For example; $1+4=5$ $2+3=5$ $3+2=5$ $4+1=5$	Number pairs to 7 For example; $1+6=7$ $2+5=7$ $3+4=7$ $7+0=7$	Number pairs to 8 For example; $4+4=8$ $2+6=8$ $3+5=8$ $7+1=8$	Number pairs to 9 For example; $1+8=9$ $6+3=9$ $7+2=5$ $4+5=9$	Number pairs to 10 For example; $1+9=10$ $2+8=10$ $3+7=10$ $4+6=10$
2D shapes- To be able to recognise and say some properties of circles, squares, rectangles, triangles and pentagons.	3D shapes- To be bale to recognise and discuss the differences between cube, cuboid, sphere, pyramid and prism.	Comparing length- To be able to use the language of longer and shorter than.	Comparing capacity- To be able to use the language of full, empty and half full.	Measuring time- To be able to use the vocabulary morning, afternoon, evening and now and next.

Each list should be worked on for 2 weeks at a time.