



# Mersey Park Half Term Overview



## Spring 1 Foundation 1

### Personal, Social and Emotional Development

As the children's confidence increases they will begin to play with each other and develop friendships. We will support them as they learn how to find solutions to conflicts and rivalries. We will continue to reinforce Mersey Bear's rules and model the children's appropriate ways of being assertive, for example by saying, "No, stop!" We will also encourage the children use their voice to ask for help where needed. We will explore feelings with the children using emotion words such as; happy, sad, angry, scared and worried.



### Physical Development

As we explore the wider environment of our school the children will continue to develop their physical skills, including; going up and down stairs and climbing apparatus. We will play games using our parachute and large balls which will encourage co-operation and team work. We will set up challenges linked to our Traditional Tales, for example, building and crossing a bridge to evade the troll.



### Literacy

We will follow Little Wandle Letters and Sounds revised, Foundations for Phonics document to plan activities which will develop the children's phonological awareness. We will begin to model oral blending and encourage the children to join in with oral blending activities ensuring they are becoming increasingly tuned into sounds. Games such as, 'What's in the box?' and 'Bertha the bus goes to the zoo' will provide opportunities for this. We will encourage the children to recognise words with the same initial sounds and hear the first sound in their name.



### Communication and Language

Through regular sharing of our Traditional tales the children will begin to be able to re-tell the stories in their own words and use some repeated refrains and story language such as; "Once upon a time", "Trip, trap, trip, trap", "Run, run as fast as you can..." Using characters and scenarios from our stories the children will begin to understand and answer why questions. Our Traditional tales will provide opportunities to extend the children's vocabulary by introducing them to rich story based language.



### Mathematics

Through our Traditional tales the children will be able to recite numbers to 3 and beyond. We will encourage them to use their fingers to represent amounts, beginning to understand that the last number in the count is the total value of the set. We will explore pictorial representation, using informal marks such as lines and circles.



### Understanding the World

We look at different occupations within our school and visit them in their place of work, for example the head teacher in her office and the cook in the kitchen. We will model how to obtain information through the asking of questions. Our class timeline will begin to help the children make sense of the passing of time.



### Expressive Arts and Design

We will link our role play area to the traditional tales that we share. We will model how to take on the role of different characters from our stories and encourage the children to join in. Through block play and construction kits the children will make imaginative and increasingly complex small story worlds, for example, a bridge for the Billy Goats Gruff and a safe, brick house for the 3 little pigs.

