

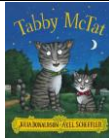
# Julia Donaldson

## Prime Areas of the Foundation Stage Curriculum

### Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

At Home: Can you make a video of you reading or re-telling your favourite Julia Donaldson book? Load it onto Tapestry for us to see.



### Physical Development

- Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources.
  - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing, planting and construction.
  - Develop the foundations of a handwriting style which is fast, accurate and efficient.
  - Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day.
  - Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range of movements including crawling, jumping, climbing, running and lying.
  - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
  - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- We will be having weekly PE sessions using the 'Real PE' scheme. We will be developing our 'Dynamic Balance to Agility' and 'Static Balance – Seated' movement skills as well as our social skills.

At Home: Learning to ride a bike without stabilisers. Can you throw and catch with different size balls. Share any activities on Tapestry that you do out of school that develop your physical skills.



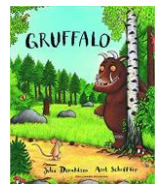
### Personal, Social and Emotional Development

- Jigsaw – Relationships - Building positive, healthy relationships
- I can identify some of the jobs I do in my family and how I feel like I belong.
  - I know how to make friends to stop myself from feeling lonely.
  - I can think of ways to solve problems and stay friends.
  - I am starting to understand the impact of unkind words.
  - I can use Calm Me time to manage my feelings.
  - I know how to be a good friend.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs.
- At Home: Continue to play turn taking games (number games would be good).



## Specific Areas of the Foundation Stage Curriculum

### Literacy



- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Anticipate (where appropriate) key events in stories.

At Home: Can you make a story book? You could re-tell one you know or create your own.

### Maths

Beyond 10 and 20  
 Adding and taking away  
 Shapes – 2D & 3D  
 Sharing and grouping  
 Odd & even  
 Doubling  
 Patterns  
 Positional Language  
 Creating maps

- Have a deep understanding of number to 10, including the composition of each number.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

At home: Continue to use the White Rose app to practice numbers fact to 5 and then to 10. Practice adding and taking away using some of your toys to help.



### Understanding the World



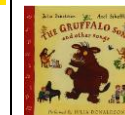
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
  - Explore the natural world around them, making observations & drawing animals & plants.
  - Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter.



At home: Can you go on your own Gruffalo hunt? What did you see? Could you draw a map?

### Expressive Art & Design Creative Development

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



At home: Can you paint or draw a picture from a Julia Donaldson book. Maybe you could make a little theatre box and make some characters from a Julia Donaldson book to act out a story.

Dear Chestnut Families,

We hope that you have all had a lovely Easter break! We are looking forward to welcoming the children back into school and hearing all about their holiday news.

This term our learning will be based around Julia Donaldson books, there are a few things we would like your help with, please see details in the box opposite.

This is one of my favourite terms as these stories allow for so much fun and creativity, if you have any Julia Donaldson books at home, please share them with your child as it will really help their language and imagination in class.

From Mrs Williams

### Reading

I would like to thank you all for your amazing on-going support with reading this year. The children are making fantastic progress☺! If this level of support from home continues over the final 2 terms, then they will be going into Year One in a really good place. It can get busy in the summer terms so please try and keep up with regular reading.

### Julia Donaldson Dressing Up Day & Home Learning: (There are no show & tells this term)

**Dressing up day** - We will be having a Julia Donaldson themed dressing up day on, **Friday 17<sup>th</sup> May**, we would like the children to dress up as their favourite character from one of her books, please don't rush out and buy expensive costumes, try and be creative with things you have at home.

**Make a Stickman** - Can you use sticks to create your own Stickman at home, please bring these into school on **Monday 13<sup>th</sup> May**, we will use them all week to support our learning. Please make sure you name your Stickman with your child's name.

### Sun Hats

As the sun is now warming up and we spend lots of time outside, **every child will need a named hat to keep in school.** On really hot days, if they don't have a hat, we will have to reduce the amount of time they spend outside as our outdoor area gets the sun all day. Please can you apply a good layer of sun cream before school, we are unable to put this on during the school day.

### Trip / Experience

We are looking to book a mobile farm visit for **Monday 20<sup>th</sup> May**, where the children will get the opportunity meet a minimum of 6 different species from a selection of, ponies, donkeys, goats, sheep, calves, rabbits, guinea pigs, chickens, ducks and dogs! Julia Donaldson has lots of amazing animals in her books so this is a perfect opportunity for us to learn about some of them. Further details to follow on the cost of this experience.