

# If you go down to the woods today... Topic Trail – Foundation Spring 2

## Mathematics

We will explore and learn...

### Subitising:

Subitise patterns within 5, including structures and random arrangements.

Explore patterns made by numbers greater than 5.

### Cardinality, ordinality and counting:

Develop verbal counting to 20 and beyond.

Continue to develop object counting skills.

Link counting to cardinality, including using fingers to represent quantities between 5 and 10.

Order numbers, linking cardinal and ordinal.

### Composition:

Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5.

Explore the composition of 6.

Begin to see that numbers within 10 can be composed of '5 and a bit'.

### Comparison:

Continue to compare sets by matching and using the language of comparison.

Explore ways of making unequal sets equal.

### Shape, Space and Measures:

Start to name shapes and look for similarities/differences

Recognise objects can be sorted by different attributes

Identify the unit of repeat.

Make ABC, AAB, ABB, ABBC patterns.



## English

We will explore and learn...

### Phonics:

Recap Phase 2 and Phase 3 previously learnt.

Introduce the rest of Phase 3- ow, oi, ear, air, ure, er

### Comprehension:

I can demonstrate understanding when talking about what I have read.

I am beginning to reflect on whether it makes sense or sounds right.

I can make predictions about a text.

### Word Reading:

Read individual letters by saying the sounds for them, including phase 2 and phase 3.

Blend sounds into words (VC, CVC, CCVC, CVCC).

Read some letter groups that each represent one sound and say sounds for them.

Read Phase 2 and Phase 3 common exception words.

### Writing:

I can compose a sentence well with some sentence structure more consistently used.

Phonic awareness is more evident in my writing.

I am forming more letters accurately (long legged giraffe letters, one armed robot letters, curly caterpillar letters).



## Understanding the World

### Past and Present:

I take an interest in and comment on images of familiar situations from the past.

I hypothesise about the function of artefacts.

I can answer and ask 'why' questions about texts that have been read to me.

Look at similarities and differences between my favourite toy and those of my parents/ grandparents.

Develop vocabulary when discussing old and new.

### People, Culture and Communities:

I know that there is a link between stories and festivals.

I know that we have different environments in this country (sea, woods, beaches etc).

I can create a map of imaginary locations.

I know how Easter is celebrated and the symbols that are associated with Easter.

### The Natural World:

I observe seasonal features in my local environment.

I talk about the features of my own immediate environment and discuss how other environments are different/ similar to it.

I devise simple maps of learning experiences.



Trail Stop

## Teddy Bear Picnic

### Creating with Materials: Expressive Art and Design: Being Imaginative and Expressive

Create something for a given purpose

(a picnic blanket for a teddy)

Design and make a sandwich for a picnic.

Drawings show some understanding of basic observation.

Reflect on my project and say what worked well.

Use available resources to create role-play props.

Create scenarios in collaboration with others.

Know how to create simple musical representations of events, feelings, people and objects.

Perform simple songs from memory with greater confidence.