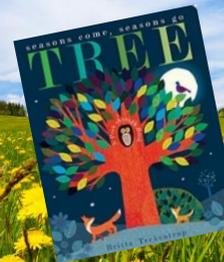


# Foundation Stage Term 4

Last 3 Weeks

## Spring and Chicks



### Communication and Language

Reciting poems and songs  
Articulating ideas and thoughts into well-formed sentences.

Ask questions to find out more.  
Describe events in some detail—eggs hatching and chicks growing.

### Understanding the World

**Living things and their habitats-**  
Observing life-cycle of chicks—observational drawings, writing.

**Seasonal changes-** Spring walk.  
Observational drawings/ sketches of Spring flowers.

**Physical Development** Fine motor skills: Cut along a **straight line** with scissors- attempt cutting curved lines when creating in art.

Gross motor skills: PE **Dance:** Use counting to help to stay in time with the music. Copy, link and repeat actions.

### Maths

Name and identify 3D shapes  
Sort, build and print with 3D shapes  
Explore patterns that use more than one item to repeat

**Expressive Arts and Design** Draw and paint Spring images using primary colours to mix secondary colours. Draw from observation – use chalk, crayon, charcoal, etc. Analyse Henri Matisse cut-outs. Make own **Henri Matisse** cut-out. Discuss composition.

## Spring and Chicks

What signs of Spring can you see?  
How will the chicks grow and change?

Key Texts:

Tree: Seasons Come, Seasons Go  
A Stroll Through the Seasons  
Non-fiction: Eggs and Chicks



### Enabling environments:

Children learn and develop well in a safe and secure environment.

### Personal, Social and Emotional Development

**Healthy Me** \_\_\_\_\_ To understand the importance of sleep and keeping your hands, teeth and body clean. Show care and concern for living things in the environment.

### Literacy

Answer questions about the story or non-fiction text they are reading or listening to. Non-fiction writing about chick life-cycle— diary. Read simple sentences and write simple captions. Become more confident recognising Set 2. sounds.

Science Week  
9th March



Music: Charanga Music –  
Our World

**RE:** LAS Unit Our Special Things  
Introduce objects that are important to members of a religious group, e.g. cross, prayer mat, etc.