


Communication and Language	Physical Development	Personal, Social, Emotional Development
<p><b>Speaking:</b>  <b>Children will have the opportunity to:</b>  Participate in small group, class and 1 to 1 discussions offering their own ideas, using new vocabulary.  Offer explanations for why things might happen, making use of new vocabulary from stories, nonfiction, rhymes and poems where appropriate  Express their ideas 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.  Being Imaginative and expressive – Links to speaking ELG</p> <p><b>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways:</b>  Invent, adapt and recount narratives and stories with their teacher and peers.  Perform songs, rhymes, poems and stories with others.</p>	<p><b>Core skills / Stability Skills</b></p> <ul style="list-style-type: none"> <li>• Foot strengthening</li> <li>• Shoulder girth stability exercises</li> <li>• Body awareness exercises</li> <li>• Movement from left to right</li> <li>• Spatial awareness</li> </ul> <p><b>Manipulative skills</b> – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements ribbons. Dressing toys</p> <p><b>Locomotive Skills</b> - simple flat obstacle course.</p> <p><b>Term 5</b>  <b>Our EYFS theme this term is</b></p>  <p><b>The Garden of Life</b></p>	<p>RL (Relationships)  Building positive, healthy relationships</p> <p><b>Children will start to learn...</b>  -Which are their special people (family, friends, carers), and what makes them special  -How people should care for one another.  - How to listen to other people and play and work cooperatively  -Strategies to resolve simple arguments through negotiation  -To recognise how their behaviour affects other people.</p> <p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials:</b> Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush  <b>Artist Study:</b> Andy Goldsworthy (3D natural art)  <b>DT</b> - Planning and creating a creature using natural materials  <b>Music:</b> Sing a range of well-known nursery rhymes and songs  Performs songs with others. Charanga unit – Big Bear Funk  Introduce rhythm and beat with instruments.</p>
Literacy	Maths	Understanding the World
<p><b>Our core texts this term will be...</b></p> <ul style="list-style-type: none"> <li>• <b>What We'll Build</b>(Non-Fiction/Geography/ UW)</li> <li>• <b>If Sharks Disappear</b>(Non-fiction/ Geography/ US)</li> <li>• <b>I Wanna Iguana</b> (Non-fiction – UW letter writing)</li> </ul> <p><b>Phonics: Children will have consolidation, bridging lessons where they will</b> segment, blend and manipulate sounds in words up to 5-sound words.</p> <p><b>Unit 11</b> sh, ch, th, ck, wh, ng, &lt;q&gt; &lt;u&gt;</p> <p><b>Conceptual knowledge:</b>Some spellings are written with two different letters &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/</p> <p><b>Reading:</b> Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p><b>Teacher led writing opportunities:</b> Daily English lessons following 'Write Stuff' planning. Writing linked to the core texts as listed above. Independent writing tasks will include writing lists, captions, labels, postcards, letters, postcards, poems, fact files</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> <li>• Adding more</li> <li>• Taking away</li> </ul> <p><b>Measure, shape and spatial thinking:</b></p> <ul style="list-style-type: none"> <li>• Spatial Reasoning (1)</li> <li>• Match, rotate, manipulate</li> <li>• Spatial reasoning (2)</li> </ul>	<p><b>Science: -Plants</b> Make observations of plants. Show care and concern for living things and the environment. Know about some similarities and differences in relation to living things. Make observations about plants and explains why some things occur/change.  Begin to talk about the things that plants need to thrive.</p> <p><b>History:</b> Special events that have been celebrated in their own lives and those of their parents such as weddings, birthdays etc.  Study of family history / family tree. Seaside holidays from the past (compare and contrast to their own experiences and learning)</p> <p><b>Geography:</b> Simple study of a contrasting hot country. – Link to Handa's surprise. Know that there are different countries in the world and study contrasting country –(Weather, homes, lifestyle)</p> <p><b>RE</b> –Which stories are special and why?</p>