

Communication and Language	Physical Development	Personal, Social, Emotional Development
<p><b>Speaking:</b> Children will start to... Use longer sentences, sometimes using and because. Talk about something that has happened yesterday. Ask lots of questions and answer questions. Talk about what they are doing now and what might happen later or tomorrow. Sometimes make themselves clear when they are trying to tell you something. Use lots of new vocabulary about things that interest them. Pretend about things they are doing and describe them.</p> <p>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways:</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.</p>	<p><u>Core skills / Stability Skills</u></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><u>Manipulative skills</u> - finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements such as waving ribbons. Dressing toys</p> <p><u>Locomotive Skills</u> Parachute Games / simple flat obstacle course.</p> <p style="text-align: center;"><b>RECEPTION</b> Term 1</p>  <p>Our EYFS themes this term are 'All About Me' and 'People Who Help Us'</p>	<p>Being Me in My World 'Who am I and how do I fit?'</p> <p>Children will start to learn...</p> <ul style="list-style-type: none"> <li>-That people and other living things have needs and that they have responsibilities to meet them.</li> <li>-That they belong to various groups and communities such as family and school.</li> <li>-To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>-To consider how they can contribute to the life of the classroom.</li> </ul> <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><b>Creating with materials:</b> Draw using a range of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p>DT -Creating sculptures of themselves and characters from a story using modelling clay.</p> <p><b>Music:</b> Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Our core texts this term will be...</p> <ul style="list-style-type: none"> <li>• Time for School</li> <li>• The Gruffalo</li> <li>• Oi Frog</li> </ul> <p><b>Phonics:</b> Learning the initial code. In phonics lessons children will learn to segment, blend and manipulate sounds in words with the structure: CVC</p> <p><b>Reading:</b> Read individual letters by saying the sounds for them. Begin to read decodable reading books based on their understanding of the initial code.</p> <p><b>Teacher led writing opportunities:</b> Daily English lessons following 'Write Stuff' planning.</p>	<p style="text-align: center;"><b>Maths</b></p> <p><b>Measure, shape and special thinking:</b> Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language</p> <p>Compare size, mass and capacity</p> <p><b>Number:</b> Match and sort and compare amounts</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p><b>Science</b> - Make observations about animals that we may see in our surroundings and explain why some things occur/change. Talk about natural and found objects</p> <p><b>Geography</b> - Familiarisation with school grounds, making simple maps of outdoor areas and looking at the features and use of their environment. Comparing city and country environments.</p> <p><b>History</b> - How their families and themselves have changed from the past. People who live in our local area now and different roles within the community.</p> <p><b>RE</b> - Why is the word 'God' so important to Christians? Talk about special people.</p> <p><b>Technology</b> - Internet safety</p>





# *We're Going on a Bear Hunt*

*Michael Rosen • Helen Oxenbury*



All Aboard the  
**LONDON  
BUS**

*Written by Patricia Toht  
Illustrated by Sam Usher*

