


Communication and Language	Physical Development	Personal, Social, Emotional Development
<p>Speaking: Children will have the opportunity to: 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>Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways: Invent, adapt and recount narratives and stories with their teacher and peers. Perform songs, rhymes, poems and stories with others.</p>	<p><u>Core skills / Stability Skills</u></p> <ul style="list-style-type: none"> • Foot strengthening • Shoulder girth stability exercises • Body awareness exercises • Movement from left to right • Spatial awareness <p>Manipulative skills – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements ribbons. Dressing toys</p> <p>Locomotive Skills - simple flat obstacle course.</p>	<p>CM (Changing Me) Coping positively with change Children will start to learn... -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. Begin to regulate behaviour accordingly Respond appropriately even when engaged in an activity and show the ability to follow instructions involving several ideas or actions.</p>
	<p>Term 6 Our EYFS theme this term is</p>  <p>Once Upon a Time....</p>	Expressive Arts and Design
		<p>Creating with materials: Textiles: weaving in and out, sewing on bubble wrap, ribbon collages, linking shapes. DT – Design and build 3D models of structures, bridges and towers. Make Dream Catchers. Music: Sing a range of well-known nursery rhymes and songs Performs songs with others. Try to move in time to the music. Charangha – Reflect, rewind, play</p>
Literacy	Maths	Understanding the World
<p>Our core texts this term will be...</p> <ul style="list-style-type: none"> • Jack and the Jellybean stalk Narrative/Trad Tale • Pigs Might Fly Narrative/ Trad Tale/ PSHE • Ruby's Worry Narrative/ PSHE • Where the Wild Things Are Narrative – Story <p>Phonics: Children will have consolidation, bridging lessons where they will segment, blend and manipulate sounds in words up to 5-sound words. Unit 11 sh, ch, th, ck, wh, ng, <q> <u> If ready – begin EXT Code 1</p> <p>Conceptual knowledge: Some spellings are written with two different letters <q> and <u> represent the sounds /k/ and /w/ Reading: 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>Number</p> <ul style="list-style-type: none"> • Doubling • Sharing and Grouping • Even and odd • Deepening Understanding • Patterns and relationships <p>Measure, shape and spatial thinking:</p> <ul style="list-style-type: none"> • Spatial Reasoning (3) • Visualise and build • Spatial Reasoning (4) • Mapping 	<p>Science: - Look closely at similarities & differences and change. Name some similarities and differences in relation to objects and materials. Observe changes in materials over time. Observe what happens to water when it is poured, sprinkled, mixed, stirred and squirted.</p> <p>History: Baby to now timeline of their own using photographs, noticing what they can do now that they couldn't do as a baby. (sense of chronology)</p> <p>Geography: Weather – seasons – study of summer Summer holidays and day trips – looking at physical and human elements of places to visit. Comparing local beach environment to Ingleton – geographical physical and human features Making simple maps</p> <p>RE – Which places are special and why?</p>

