


| Communication and Language | Physical Development | Personal, Social, Emotional Development |
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| <p>Children will start to...</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs, including rhymes with longer sentences: • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." | <p><u>PE Lessons will focus on:</u> Cooperation and solving problems, Working with others <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> <div data-bbox="904 683 1424 943" data-label="Complex-Block"> <p>Term 4</p> <p>Our EYFS theme this term is</p>  <p>All the Colours of the Rainbow</p> </div> | <p>HM (Healthy Me) Being and keeping safe and healthy</p> <p>Children will start to...</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. <p>Expressive Arts and Design</p> <p>Creating with materials: Painting: different textures and colours, colour patterns, mixing colours and shading, drawing with a brush. Sometimes, they can identify what their paintings or drawing mean.</p> <p>Artist Study: Matisse</p> <p>Music: Sing a range of well-known nursery rhymes and songs. Performs songs with others.</p> |
| Literacy | Maths | Understanding the World |
| <p>Our core texts this term will be...</p> <p>Elmer, The Rainbow Fish, Beginning with Blue, Hot Cross Bun, The Easter Story.</p> <p>Other texts will include: The Colour Monster, Little Red Riding Hood, Mouse Paint, Matisse's Magical Snail, Noah's Ark, Bears Love Colour</p> <p>Phonics - Rhythm and Rhyme. Phase 1 phonics. Initial sounds. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>3-4 year-olds will be learning to...</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> | <p>The Number Strand</p> <p>Counting (naming sets 6-10) 1 more / 1 less as the next number (number after rule) Symbols / words for sets Numeral matching Abstraction principle (objects can be different sized or colour but still the same amount) Number irrelevance principle (order of counting is not important) Subitizing (instant recognition) Balancing numbers (same / equals) Small number addition (how many altogether)</p> <p>More able / challenge Making counting and naming groups of ten.</p> | <p>Science: - Forces / magnets Observe how different objects behave when forces are applied to them. Talk about the direction and speed an object travels when a force is applied. Begin to identify push and pull forces and begin to use the correct vocabulary for these. Begin to identify that magnets attract some metals.</p> <p>History: Historical figures: Henri Matisse (Artist)</p> <p>-Barnum Brown / Mary Anning linked to palaeontology and modern-day dinosaur hunter, Dr Phil Manning (compare and contrast)</p> <p>Geography: Weather - seasons - study of spring. Making simple maps and plans, treasure maps.</p> <p>RE - Why do Christians put a cross on an Easter Garden?</p> |

