Communication and Language	Physical Development	Personal, Social, Emotional Development
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 Through adult directed and independent activities, children have opportunities develop listening, attention and understanding in the following ways: Invent, adapt and recount narratives and stores with their teacher and peersPerform songs, rhymes, poems and stories with others.	<u>Core skills / Stability Skills</u> - Foot strengthening - Shoulder girth stability exercises - Body awareness exercises - Movement from left to right - Spatial awareness **Manipulative skills** – finger gym area (threading, posting, flicking, picking up, using tweezers, pinching) simple ball games, large motor movements ribbons. Dressing toys **Locomotive Skills** - simple flat obstacle course.	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.
	Term 6 – Reception **Our EYFS theme this term is** **The Garden of Life**	**Expressive Arts and Design** **Creating with materials:** 3D and Mouldable Materials: Filling up given spaces, making 3D shapes with paper, changing and arranging tubes, cutting 3D shapes up and sticking. **Artist study** Andy Goldsworthy (3D natural art) **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

Literacy	Maths	Understanding the World
Our core texts this term will be... **Wombat Goes Walkabout** **The Day the Crayons Quit** **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 <u>Conceptual knowledge:</u>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.	Number - Doubling - Sharing and Grouping - Even and odd - Deepening Understanding - Patterns and relationships Measure, shape and spatial thinking: - Spatial Reasoning (3) - Visualise and build - Spatial Reasoning (4) - Mapping	<u>Science:</u> – Look closely at similarities, differences and change. Name and describe some plants and animals that they are likely to see outside. Recognise familiar plants and animals. Make observations of the natural world, what they see, hear and feel outside. Understand the effect of changing seasons on the natural world around them. Note and record the weather. <u>History:</u> Seaside holidays from the past (compare and contrast to their own experiences and learning) 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) <u>Geography:</u> 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 RE – Which places are special and why?