


Communication and Language	Physical Development	Personal, Social, Emotional Development
<p>Speaking: Children will start to... Use a range of vocabulary to tell you about something I have made or done. Use new words whilst playing. Pretend to be different people with appropriate dialogue. Use words such as first, next, last when they tell you what they have done. Make up stories using what they know. Make up silly rhymes. Use alliteration (simple) Use different voices when telling stories.</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>Core skills / Stability Skills</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>HM (Healthy Me) Being and keeping safe and healthy</p> <p>Children will start to learn... To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
	<p>Term 4</p> <p>Our EYFS theme this term is</p>  <p>Our World and Beyond</p>	<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</p> <p>Artist Study: Matisse</p> <p>DT - Planning and creating a space vehicle using reclaimed materials</p> <p>Music: Sing a range of well-known nursery rhymes and songs Performs songs with others.</p>
		<p>Understanding the World</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: Famous people from the past - Neil Armstrong / Helen Sharman. Local history – finding out about mines / local mining from the past. Past events in their own / family life – holidays / visits to places (sense of chronology)</p> <p>Geography: Look at the world map. Simple study of contrasting countries around the world. REC -Looking at physical and human features. Simple map making</p> <p>RE - Why do Christians put a cross on an Easter Garden?</p>
Literacy	Maths	
<p>Our core texts this term will be...</p> <ul style="list-style-type: none"> • What We'll Build(Non-Fiction/Geography/ UW) • If Sharks Disappear(Non-fiction/ Geography/ US) • I Wanna Iguana (Non-fiction – UW letter writing) <p>Phonics: Learning the initial code up to Unit 11 In phonics lessons children will learn to segment, blend and manipulate sounds in words with the structure: CCCVC</p> <p>Reading: 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>Teacher led writing opportunities: 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>Number</p> <ul style="list-style-type: none"> • 6,7,& 8 • Combining 2 amounts • Making pairs • Counting to 9 & 10 • Comparing numbers to 10 • Bonds to 10 <p>Measure, shape and spatial thinking:</p> <ul style="list-style-type: none"> • Length and height • Time • 3D Shapes • Patterns 	

