



# EYFS

# Our Heroes



## Understanding The World

### **The World**

Look at the changing seasons—focusing on the signs of spring.

### **People & Communities**

Understand the roles of people in our local community, what they do to help us.

### **Past & Present**

Understand how the local community and people's roles within society have changed over time. Comparing jobs now to jobs in the past.

### **Forest School**

Signs and colours of Spring

Growing plants

Planting bulbs

### **RE**

F3:

Why is Easter important to Christians?

## Physical Development

Ball skills.

Understanding the physical role of our heroes.

Pencil control.

Yoga.

Little Movers.

Wiggle Squiggle

Letter formation.

Finger Gym daily activity

Scissors / cutting activities.

Keeping good personal hygiene.

## Communication and Language

### **Acorns**

Join in with repetition within stories and rhymes.

Talk about different parts of the story.

Listen to, and follow simple instructions and respond to questions appropriately.

Talk in short sentences that others can understand.

### **Oak**

Use new vocabulary to talk about different jobs people do.

Ask how any why questions to understand different jobs.

Ask questions to visitors/unfamiliar adults that come into school to talk about their job.

Describe events in some detail—remembering what our visitors have told us.

## Maths

### **Acorns**

To independently create and talk about own patterns using a range of objects and resources.

Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'

To show an awareness of how numerals are formed and to experiment with own mathematical mark making.

To be able to say number names forwards and backwards to 10.

### **Oak**

To be able to count, order and recognise numbers to 20.

To use nonstandard units to measure length, weight and capacity.

To explore number bonds to 5.

## Literacy

### **Acorns**

To find and identify familiar letters, e.g. letters in their names.

To begin to attempt writing familiar letters, e.g. letters in their name.

To begin to make predictions about a story, sometimes supported by an adult.

### **Oak**

Know to write from left to right and top to bottom.

Identify sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next.

Spell some irregular common (red) words e.g., the, to, no, go independently.

We will be learning through a core books approach: We are all Neighbours, Zog and the Flying Doctors,

Marvellous Cornélius.

### **Phonics**

Acorns to continue with Phase 1 Phonics,

Oak children will revise RWI set 1 sounds and learn special friends. They will begin to use RWI 'Ditty Books' to develop their reading and writing skills.

## Expressive Arts & Design

### **Art/DT**

Colour mixing

Painting fire (linked to fire service visit), Painting the (linked to RNLi) Ocean (Art – Painting)

Easter crafts—constructing with a purpose.

Using new 'creative area' in Oak class.

### **Music**

Charanga: Our World

Role play linked to different jobs in our local community.

## Personal, Social & Emotional Development

PSHE—Healthy Me – Jigsaw

RHSE—Know how to stay healthy 'Healthy Me' — link to jobs that keep people healthy.

## Computing

To log into School 360 EYFS.

Access games on School 360.

Use Bee bots for simple coding.