



Understanding The World

Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Respect: Understand the need to respect and care for the natural environment and all living things. Link to beach and plastics.

Mapping: Create own maps using grid paper and symbols. These may include mapping school, local area, or a city and also in imaginative play (e.g. Pirates - x marks the spot treasure maps).

Enquiry: Comment and ask questions about their immediate environment and understand the effect of the changing seasons. Summer, sunshine, shadows, staying safe in the sun etc.

Key question: How are shadows made?

RE: Key question: What places are special and why?

Physical Development

PE sessions: Sports Day practise and sports day event.

Team games.

Gross Motor Skills:

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions

Fine Motor Skills:

Letter Join Handwriting Scheme.

Hold pencil effectively and comfortably.

Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders and begin to form most letters correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Communication and Language

Listening: Listen attentively and respond to what they hear with relevant questions, comments, or actions. Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear (e.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat")

Understanding: Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category (e.g. Animals, transport, food, etc.) Understand a range of words and use them to describe things as well as know in which context to use them. Name objects, characters, and animals from a description (e.g. "It lives in the jungle and is fierce with big teeth and is stripy.")

Speaking: Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. (e.g., "I made a big round pizza with tomato, cheese and ham on top") Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could'

Maths

Acorns

To know that time can be measured using days.
To say number names to 10 in order.
To learn vocabulary linked to describing size and distance.

Oak

Have a deep understanding of number to 10, including the composition of each number; Subitise up to 5.
Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Literacy

Oak

Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) & appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.

Writing

Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions, postcards.) Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

We will be learning through a core books approach:

- Commotion in the Ocean
- Pirates love Underpants
- The Lighthouse Keepers Lunch
- The Rainbow Fish
- Phonics
- Acorns

Begin learning RWI Set 1 sounds, m,a,s,t,p, i and n.

Oak

Revise all set 1 RWI sounds and learn Set 2 sounds. Continue with Red Ditty books.

Expressive Arts & Design

Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Design: Skill: Design, Make & Evaluate Lighthouse Model (using a variety of media - self-chosen)

Art: Collage (mixed media) Drawing (sea creatures)
Textiles (Rainbow Fish)

Music

Music: Charanga Unit 'Big Bear Funk' with focus on:

Listening and appraising funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisit other nursery rhymes and action songs Playing instruments within the song Improvising using voices and instruments Beginning riff-based compositions Sharing and performing

Personal, Social & Emotional Development

Express feelings: Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. Self-awareness: See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.

Jigsaw theme - Changing Me

Naming parts of the body, knowing what foods are healthy, understanding that we grow from babies to adults, expressing feelings about moving to Year 1, talking about worries and sharing best bits of the Reception year.

Computing

To log into School 360 EYFS.

Access games on School 360.

Use Beebots to create journeys, thinking about debugging.

Basic coding.