

### Communication, Language and Literacy

- Listening to and joining in with class stories
- Answering and using some of their own how and why questions
- Re-telling familiar stories
- Using “and” “or” “because” to link ideas

### Literacy

- Sharing of books, focusing on children’s ability to anticipate key events in stories
- Writing their own name
- Writing labels and captions for their own work
- Letter formation
- Segmenting sounds for writing and blending for reading

### Expressive Art and Design

- Makes movement to music in addition to creating their own rhythms
- Can experiment with colour and texture to adapt and develop their creations
- I can represent my own ideas through music, art, dance or role play
- I can develop my own narrative into my play

### Knowledge and Understanding of the World

- Look at the way we celebrate traditions in relation to friends or family
- Talking about significant events in their own experience
- Can discuss things that make them unique
- Can discuss how things work
- Can make deductions and observe changes in their natural environment
- Can use a simple computer programme



## TEACHING TEAM:

Mrs Baker and Miss Whittle

EYFS

Spring

2019

### Mathematical Development

- Developing a knowledge and understanding of numbers up to 20
- Careful counting of objects, exploring finding one less and one more
- Describing the properties of 2D and 3D shapes
- Using mathematical language to measure e.g. longest, longer, shorter, full, empty
- To be able to add and subtract two single digit numbers
- To be able to recognise some UK coins in relation to money

### Physical Development

- Holding and using a pencil effectively
- Using a dominant hand to write
- Developing cutting skills
- Building confidence moving in a range of ways such as slithering, rolling, skipping and hopping
- Negotiating space when playing racing games
- Managing own risk whilst choosing, taking safety precautions independently in their own games

### Personal, Social and Emotional Development

- Development of good relationships with peers and familiar adults. More awareness and ownership on behaviour expectations and boundaries
- Work on recognition of own feelings and how their actions can affect others
- To be able to articulate their own emotions and how these can make them feel
- Supporting confidence to share ideas and explain learning through reasoning in larger groups

