

Literacy.

- Rhyming and rhythmic activities to support developing an awareness of rhyme and alliteration.
- Sharing of books, focusing on children's ability to segment and blend their sounds to read words aloud..
- Writing CVC, CVCC, CCVC words independently. Writing captions.
- Letter formation, segmenting for writing and blending for reading.

Mathematical Development.

- Developing understanding of how numbers to ten can be made up in different ways e.g. $6 + 4 = 10$
- Counting, adding, subtracting, doubling and halving to ten
- Understanding and using positional language and create their own patterns
- Naming & describing 2D and 3D shapes.
- Learning to recognise and count numbers 11-15

Knowledge and Understanding of the World.

- Learn about their community in the local area
- Talk about people who help us and their role in the community
- Talking about significant events in their own lives that link to their learning and play
- Working with technological toys and real objects (cameras, IPADS and computers) to learn specific programmes and skills.

Communication, Language and Literacy.

- Listening skills.
- Following instructions with multiple steps
- Looking at using new vocabulary and expanding word knowledge
- Learning to ask questions responding to what others have said

EYFS

Spring Term

People Who Help Us

This theme will focus on the children thinking about their local community, people who live in our community that help us and also the things that make them unique.

Expressive Art and Design.

- Moving rhythmically through dance and song.
- Exploring different instruments to develop their own musical patterns and rhythms,
- Engaging in imaginative role play based on own experiences.
- Using various construction materials and tools for effective purposes to adapt and change their work to improve the end result.
- Mixing colours to create new colours of their own
- Exploring different textures and manipulating change in materials.

Teaching Staff: Mrs Baker and Miss Whittle

Forest School

- Keeping up routines of Forest school
- Getting to know the other children in the Forest setting – learning to communicate and share
- Managing own belongings and becoming independent with managing them
- Exploring the forest area and learning our boundaries
- Exploring the world around us, learning names for nature we can see
- Observing the changing season and looking for signs of Spring
- Planting and changing areas based on interest
- Taking safe risks – fire, den building

Personal, Social and Emotional Development

- Listening to others ideas and responding appropriately with ideas, questions and comments
- To develop concentrations and listening skills during learning
- Work on recognition of own feelings and how their actions can affect others. To be able to discuss strategies they can use when expressing different emotions.
- Developing stronger confidence to share ideas in larger groups.
- To be able to describe what makes them special and unique.

Physical Development.

- Work on developing fine motor skills to support children's ability to dress/undress unaided (e.g buttons, zips etc).
- Developing cutting skills and pencil grip
- Building confidence moving in a range of ways such as slithering, rolling, skipping and hopping. Having control in kicking, caching and throwing.