

### **Literacy.**

- Sharing of books, focusing on children's ability to segment and blend their sounds to read words aloud.
- Reading and writing CVC, CVCC, CCVC words independently. Writing captions.
- Letter formation
- Segmenting for writing and blending for reading.
- Introducing digraphs for those who are ready.

### **Communication and Language**

- Listening skills.
- Rhyming and rhythmic activities to support developing an awareness of rhyme and alliteration.
- Following instructions with multiple steps
- Looking at using new vocabulary and expanding word knowledge
- Learning to ask questions and responding to what others have said.

### **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 beebots) to learn specific programmes and skills.

### **Mathematical Development.**

- Learning to recognise and count numbers 6-10 and their composition.
- Developing understanding of how numbers to both five and ten can be made up in different ways (number bonds)
- Counting, adding, subtracting, doubling and halving to ten
- Understanding and using positional language and create their own patterns
- Naming & describing 2D and 3D shapes.

### **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.
- Junk modelling

## **EYFS** **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.**

### **Forest School**

- Keeping up routines of Forest school
- Getting to know 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 – den building, climbing

### **Physical Development – fine and gross motor skills**

- Work on developing fine motor skills to support children's ability to dress/undress unaided.
- 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, catching and throwing.
- Discussing how to be healthy - body and mind.

### **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.
- Start our 'Think Equal' stories to develop emotional intelligence.

