

Literacy

Reading

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read tricky words by sight.

Writing

Use some of their print and letter knowledge in their early writing.

Write their name.

Write some letters accurately.

Possible Activities

Daily Little Wandle sessions - Phase 3

3 Read Guided reading sessions to practise and apply blending, segmenting and comprehension skills

Labelling vehicles, writing information about vehicles using captions

Key texts: Mr Gumpy's Outing and Non-fiction texts about floating and sinking & vehicles. Using these to find and give information

Mathematics

Skills Focus:

Count objects, actions and sounds.

Subitise.

Count beyond ten.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 5.

Possible Activities:

'Number Talks' to develop subitising skills, early calculating, games that promote subtraction and addition, counting in 2's and 10's

How many different vehicles go past our school? Tally charts. Answering questions to show understanding – which is the most/least popular?

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Possible Activities:

Mixing colours and painting a vehicle picture

Making boats; what materials would be good to help it float the longest? What shapes are good to help it stay afloat?

Using drawing tools and techniques to sketch pictures

Singing and learning to play instruments.

Listening and responding to different styles of music. Performing.

Using role play to imagine and recreate experiences

Dancing and moving imaginatively

Communication and Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary and use it through the day and in different contexts.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.

Engage in story times. Listen to and talk about stories to build familiarity and understanding.

Engage in non-fiction books.

Possible Activities:

Listening attentively in a range of situations

Following instructions with two or more parts

Asking and answering questions – why, what, when and how

Exploring the meaning and sounds of new words Extending vocabulary – we will be using lots of new words and

RE links

Re-tell religious stories making connections with personal experiences.

Recall simply what happens at a traditional Christian infant baptism and dedication.

Recall simply what happens when a baby is welcomed into a religion other than Christianity.

Continue to learn about the Christian values of our school – generosity, respect, agape, compassion, empathy.

Understanding the World

Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

Talk about the differences between materials and changes they notice.

Explore how things work.

Comment on familiar situations in the past.

Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them. Describe what they see, hear and feel whilst outside.

Possible Activities:

To use information from books, the internet and photographs to look at different types of transport.

To make observations about transport now and in the past.

To explore the concepts of floating and sinking. Regular visits to Wild Tribe.

Overview

This half term our main learning focus is about Transport. We will be using a mix of fiction and non-fiction texts to help us find out as much as we can.

‘Off we go’

EYFS

Spring 1 2024

Physical Development

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

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Possible Activities:

Continue to develop fine motor control and coordination

Big body movements through dance - copy, repeat and perform actions to music.

Controlling the speed and direction of movement.

Developing an awareness of space

Continue to develop understanding of healthy eating and lifestyles by joining in with daily milk, fruit and water times.

PSED:

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Possible Activities:

Sharing our thoughts, needs and feelings with our peers and adults

Appreciating others and remembering to thank them for their help

Working collaboratively, supporting each other to solve problems and find new ways to do things

Talk about special places where we go with family to celebrate / worship / gather together. How do we travel there? Why are these places special? Feelings and memories connected to them