

EYFS Unit Spring 1 Topic: Animal Tales

<p><u>Physical Development:</u></p> <p>Depending on their age and stage of development, children will be given opportunities to continue developing the following skills:</p> <ul style="list-style-type: none"> • Shows control in using jugs to pour, hammers, books and mark making tools. • Can kick a large ball. • Begins to use three fingers (tripod grip) to hold pencil and imitate drawing simple shapes such as circles and lines. • Runs skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Stand momentarily on one foot when shown. • Holds a pencil near the end between thumb and two fingers, and start to copy letters of their own name. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Helps with clothing e.g. unzips zip on coat, takes off unbuttoned shirt. • Dresses with help e.g. pulls up zip when it has been fastened at the bottom. • Shows a need for safety when tackling new challenges and considers and manages some risks. 	<p><u>General Information:</u></p> <ul style="list-style-type: none"> • Please make sure your child brings a coat and a named book bag (Reception) or other suitable bag (Nursery) to school every day, for transporting reading books, spare clothes, letters etc. • Please bring your child into the yard at 8.45am, ready for the bell, which is rung at 8.50am. All drop-offs and pick-ups continue to be from the Home Room. • Please send your child into school with a named water bottle to be kept in the Home Room. These will be sent home every day to be refreshed. • P.E. continues to be on Monday afternoons, however there may be some variations to this. Please make sure Reception children always have a named P.E. kit in school. Nursery children are not required to change for P.E. but it would be very helpful if they have a spare set of comfortable clothes in school at all times. • Please ensure that all items of clothing are named. • As always, communication is key; please talk to us if you have any queries or worries and we will do our best to help. 	<p><u>Communication and Language:</u></p> <p>Depending on their age and stage of development, children will be given opportunities to continue developing the following skills:</p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key phrases. • Maintains attention and sits quietly during appropriate activity. • Understands more complex sentences e.g. 'put your toys away and then we'll read a book.' • Begins to understand 'how' and 'why' questions. • Listens and responds to ideas expressed by others in conversation and discussion. • Uses simple sentences. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses a range of tenses e.g. play, playing, will play, played. • Links statements and sticks to a main theme or intention.
<p><u>Characteristics of Effective Learning:</u></p> <ul style="list-style-type: none"> • Playing and Exploring e.g. engaging with the world around them, showing curiosity, using their senses, initiating activities, seeking challenges and showing a 'can do' attitude. • Active Learning e.g. being involved and concentrating, showing high levels of fascination, paying attention to details, persisting and bouncing back when difficulties occur, trying different approaches, showing satisfaction in meeting their goals and enjoying overcoming challenges. • Creating and Thinking Critically e.g. thinking of ideas, finding ways to solve problems, making links in their learning, making predictions and testing their ideas, planning and making decisions about how to approach a task, checking how well they are doing, changing their strategy as needed and reviewing how well their approach worked. 		
<p><u>Understanding the World:</u></p> <p>This term the children will continue to have opportunities to think about, and develop their understanding of friendship, families, family customs and routines, what makes us unique, and similarities and differences in relation to friends and family.</p> <p>They will continue to use their senses to explore the world around them, noticing features of their environment, observing similarities, differences, patterns and change in the natural world. They will continue to use a range of mechanical toys and ICT resources to support their play and learning across the curriculum, developing technology skills as they do so.</p>	<p><u>Core Books:</u></p> <ul style="list-style-type: none"> • The Gingerbread Man (Nursery and Reception to complete Traditional Tales unit from Autumn Term) • The Three Billy Goats Gruff (Nursery and Reception to complete Traditional Tales unit from Autumn Term) • Dear Zoo (Nursery) • Brown Bear, Brown Bear What Do You See? (Nursery) • Rosie's Walk (Nursery) • Mr Grumpy's Outing (Reception) • Farmer Duck (Reception) 	<p><u>Expressive Arts and Design:</u></p> <p>This term the children will continue to sing familiar songs and rhymes, as well as learning some new songs with an animal theme.</p> <p>They will continue to be given opportunities to explore a variety of media and materials through both adult led craft activities and child led activities within their play. Within these activities the children will be supported as they continue to develop the skills they need to plan, carry out and review their projects, using practical equipment with increasing accuracy and care.</p> <p>They will be supported and encouraged to engage in imaginative play, cooperating with their peers and developing games and stories.</p>

R.E.

Reception children will look at the question: Being Special; Where Do We Belong? They will explore how we show respect, care and love for one another, how we know we are loved, where we belong, and what makes us feel special about being welcomed into to a group of people.

Literacy:

Depending on their age and stage of development, children will be given opportunities to continue developing the following skills:

- Fills in the missing word or phrase in a well known rhyme.
- Repeats words or phrases from familiar stories.
- Listens to stories with increasing attention and recall.
- Suggests how a story might end.
- Looks at books independently.
- Reads words in simple sentences.
- Enjoys an increasing range of books.
- Distinguishes between the different marks they make.
- Sometimes gives meaning to the marks they make as they draw and paint.
- Writes own name and other things such as labels and captions.
- Attempts to write short sentences in meaningful contexts.
- Engages and makes age/stage appropriate progress with phonological awareness and phonic reading and writing skills (Dancing Doodles, Boogie Mites, RWI phonics sessions).

Personal, Social and Emotional Development

Depending on their age and stage of development, children will be given opportunities to continue developing the following skills:

- Be interested in others' play and seek out others to share experiences.
- Initiates play, offering cues to peers to join in.
- Keeps play going by responding to what others are saying.
- Takes steps to resolve conflict with other children e.g. finding a compromise.
- Expresses own preferences and interests.
- Can describe self in positive terms and talk about abilities.
- Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do.
- Begin to accept the needs of others, take turns and share resources.
- Understands that own actions affect other people.

Maths:

Depending on their age and stage of development, children will be given opportunities to continue developing the following skills:

- Recites some number names in sequence/recites numbers in order to 10.
- Uses some language of quantities such as 'more' and 'a lot'.
- Compares two groups of objects, saying when they have the same number.
- Knows that numbers identify how many objects are in a set.
- Sometimes matches numeral and quantity correctly.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Counts objects to 10 and is beginning to count beyond 10.
- Recognises numeral 0 - 16.
- Says the number that is one more or one less than a given number.
- Beginning to use the vocabulary involved in adding and subtracting.
- Uses quantities and objects to add and subtract two single digit numbers.
- All children will be given opportunities to engage in activities using 2D and 3D shapes, recognising and naming an increasing range and exploring their properties.
- All children will be given opportunities to engage in activities using a range of measures, comparing and ordering practical resources.