

COMMUNICATION AND LANGUAGE

We will be learning to...

Listen to longer stories and be able to remember most of what has happened.

Sing a wide range of songs and rhymes.

Pay attention to more than one thing at a time and begin to understand questions or instructions that have two parts, such as "Get your coat and wait at the door".

Use longer sentences and engage in back-and-forth conversations to express their point of view, needs and organise their play.

Understand 'why' questions. For example "why do you think the caterpillar got so fat?"

Develop their pronunciation of sounds and words.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We will be learning to...

Become more outgoing and show confidence in new social situations.

Develop their sense of membership of a community within our school.

Play with one or more children and develop ways of being assertive.

Understand how they feel and gradually how other people might be feeling using words such as 'happy', 'sad', or 'angry'.

Be increasingly independent in meeting their own needs such as using the toilet and washing their hands.

PHYSICAL DEVELOPMENT

We will be learning to...

Gross Motor:

Use big movements such as running, skipping, jumping in play.

Climb, using alternative feet, up stairs or climbing apparatus.

Develop their balance and ball skills and be able to hold a pose for a game such as musical statues.

Fine Motor:

Use one handed tools such as scissors to make snips in materials.

Show a preference for a dominant hand.

Use a comfortable grip when holding pens and pencils.

We will have weekly PE lessons and from Term 2, classes will be swimming alternate weeks.

ALL ABOUT ME!

EYFS Term 1 and 2

EXPRESSIVE ARTS AND DESIGN

We will be learning to...

Take part in simple role play, selecting resources to represent objects.

Begin to develop stories using small world equipment such as animal sets, trains, dolls, etc.

Use blocks and construction kits to create 'small worlds' such as cities or parks.

Begin to draw closed shapes with continuous lines and choose appropriate shapes, for example drawing a circle to represent a face.

Be able to show emotion in their drawings/paintings such as a happy or sad face.

Explore colouring mixing and use this in their painting.

Develop their own ideas and how they are going to make their creation.

Listen to sounds around them and be able to sing and remember songs.

Copy the pitch of a tone sung by another person.

Listen and play instruments and be able to express how it makes them feel.

UNDERSTANDING THE WORLD

We will be learning to...

Use their senses in hands on exploration of natural materials.

Be able to talk about what they can hear, see, smell etc.

Begin to describe their own life story (mummy, daddy, sister, brother, etc).

Explore how things work during their play.

Continue to develop positive attitudes about people.

In our Religious Education (RE) lessons, we will be exploring some of the following questions...

- How do we show respect and love for one another?
 - How do I know I am loved?
 - Who do you care about?
- What makes us feel special about being part of a group?

We will introduce idea that religions teach that everyone is unique and valuable and will discuss how people are welcomed into faith.

MATHEMATICS

We will be learning to...

Recite numbers past 5 and be able to say numbers in order. Show 'finger numbers' up to 5.

Understand when the last number reached when counting tells you how many there are in total.

Develop subitising skills (recognition of objects without needing to count).

Explore positional language (under, on top of, in front of).

Talk about patterns, for example spotty or stripy.

Create repeating patterns (blue, yellow, blue, yellow).

Compare objects using language such as 'more' and 'less'.

LITERACY

We will be learning to...

Understand the 5 key concepts of print (print has meaning, we read left to right, we read top to bottom, the names of the parts of books and page sequencing).

Engage in conversations using new vocabulary.

Develop phonological awareness, for example spotting rhyming words and recognising words that begin with the same sound.

Begin to write some letters in their early writing, including some or all of their name.

In Phonics we will begin with Phase 2 sounds and tricky words, following our Supersonic Phonic Friends scheme.