EYFS – SEVEN AREAS OF LEARNING, BASED ON THE CHARACTERISTICS OF EFFECTIVE LEARNING: PLAYING & EXPLORING; ACTIVE LEARNING & CREATIVE AND CRITICAL THINKING

Our Vision 'Inspiring Learning for Life' is underpinned by the Growth Mindset values: - collaboration, resilience, discipline, imagination, curiosity

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Prime Area: Communication & Language
- Listen to topic themed stories, accurately anticipating key events
- Explore information texts about real life heroes and heroines
- Listen more attentively in a range of situations.
- Begin to show awareness of listeners' needs and give their attention to what others say and respond appropriately, while engaged in another activity
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Continue to develop narratives and explanations by connecting ideas or events

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Prime Area: Physical Development
- Develop fine motor control and coordination
- Handle equipment and tools more effectively, including pencils for writing
- Improve control and co-ordination in large and small movements via Continuous Provision (travelling, climbing) and focused PE lessons
- Show increasing understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health (Super Veg Healthy Café and Fitness Centre)

Prime Area: Personal, Social & Emotional Development
- Working with Others – listening skills, including non-verbal communication/body language, and remembering what we hear (collaboration)
- Develop the independence to choose the resources they need for their chosen activities, without prompting
- Develop persistence to keep going and reach a goal (resilience)
- Adjust behaviour to different situations, taking changes of routine in their stride (discipline)
- Take steps to resolve conflict with their peers

Literacy
(Key text:- 'Supertato' by Sue Hendra and Paul Linnet)
- Continue to develop phonic skills to support reading and writing: focus on digraphs (2 letters one sound eg ai, ee, oa)
- Learning to read and write some common irregular words by sight eg the, was, one, they, he, me, my
- Develop segmenting and blending skills to decode and read and write a range of words building to simple sentences
- Use information text to create superhero fact files
- Use role-play and exploration of topic related stories as impetus to create own 'Superhero' style narratives (imagination)

Superheroes

Cherry Class (Pips) Term 3 2020

Expressive Arts & Design
- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function: use different materials to create a collage
- Use imagination in art and design – design and make a cape for a superhero
- Begin to represent own ideas and feelings via art, music, dance, role play and stories
- Explore and compare work of illustrators in topic-related stories
- Listen and respond to a variety of music: how does it make us feel? How could we choose music to accompany a superhero?
- Create own music and explore different musical instruments

Understanding of the World
- Explore similarities and differences in relation to natural and man-made materials
- Undertake investigations linked to materials: which would make the best superhero cape? (curiosity)
- Use ICT to find and retrieve facts about real life heroes and heroines of today and in the past: people who inspire us
- Design a superhero logo using an IT program
- Changing seasons, features of the local environment
- R.E. – special books/texts from different religions & stories from the Old Testament

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Mathematics
- Use resources to practically extend and consolidate understanding of addition and subtraction including how to add/subtract two single-digit numbers (and then two-digit numbers) and count on/back to find the answer
- Find one more/less than a number from 1 to 20 and beyond (up to 100)
- Develop problem solving skills including doubling and halving, using coins and exploring fractions (halves and quarters)
- Develop instant recall of number bonds to 10 (ie 5+5, 6+4, 7+3) and then to 20
- Counting in multiples of 2, 5 and 10
- Develop skills to record number problems