

Prime Area: Communication & Language

- Listen attentively to stories, responding with relevant comments, questions and actions: focus on 'one question a day' about LEAF
- Listen to and follow instructions
- Respond to 'how' and 'why' questions about own experiences
- Use language to imagine and recreate roles and experiences
- Sing simple songs from memory
- Make connections between ideas and events

Literacy: Reading and Writing

- Develop phonics skills to support reading e.g. linking sounds to letters
- Begin to recognise a few familiar words e.g. names
- Begin to demonstrate understanding when talking with others about what they have read e.g. consider the characters' different perspectives in LEAF
- Experiment with mark making, sometimes ascribing meaning to the marks
- Use some clearly identifiable letters to communicate meaning
- Hold a pencil and use it effectively to form recognisable letters, developing a pre-cursive style (on going)

Understanding of the World

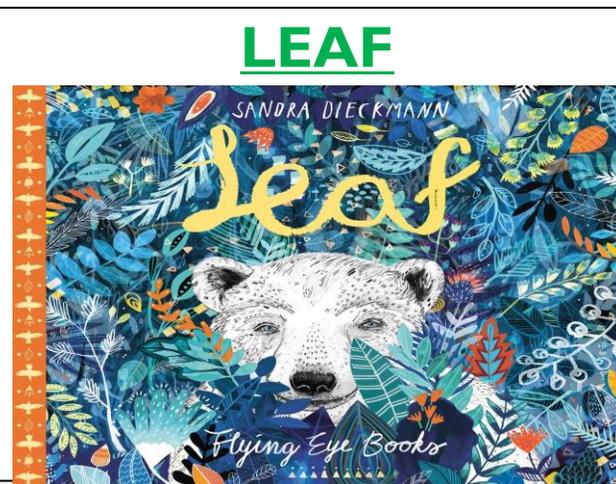
- Ask questions about why things happen and how things work, looking closely at similarities, differences, patterns and change linked to LEAF; consider the effects of climate change
- Use maps to locate countries, continents and oceans which contain the natural habitats of the polar bear and other animals in the text
- Observe and reflect on seasonal changes
- Undertake investigations e.g. what makes an object fly? Why/how does ice melt? How are different sounds made?
- Find out about and identify the uses of everyday technology at home and school e.g. how to use digital media such as cameras and iPads safely and appropriately; investigate the themes brought up in LEAF using a search engine
- Create an illustration using a drawing programme
- RE:- 'I'm Special'

Prime Area: Physical Development

- Develop control through team games and agility activities, showing an awareness of space, self and others
- Demonstrate balance and coordination through dance and gymnastics/follow 'Andy's Workout' from around the world (online)
- Use small equipment, showing a range of basic skills e.g. pencils, scissors
- Begin to understand the importance of physical exercise and a healthy diet for good health
- Manage own personal hygiene
- Develop stamina through 'Golden Mile' running

Prime Area: Personal, Social & Emotional Development

- Settle into the new school community: develop friendships, and understand the need to follow agreed codes of behaviour
- Select and use activities and resources independently
- Working with others (WVO) skills:- knowing and using names, eye contact
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of own needs, views and feelings and show sensitivity to the needs, views and feelings of others
- Consider similarities and differences: what makes me special/what makes me, me?



Mathematics

- Explore number to 20: ordering number; comparing quantities; finding one more/less; problem solving (text 'One is a snail, Ten is a Crab' as inspiration)
- Sort and compare objects and discuss criteria
- Order items by length/height/weight e.g. animals from LEAF
- Begin to explore shapes to create patterns
- Use positional language e.g. up/down; left/right through physical movement and objects
- Interpret data handling e.g. survey of favourite animals etc

**Underwater Class Topic Web
TERM I Autumn 2020**

EYFS Medium Term Planning, based on the characteristics of effective learning: - playing and exploring, active learning, creative and critical thinking

Expressive Arts & Design

- Use a variety of different media including drawing tools to create representational pictures
- Explore colour, texture, shape, form and space in two or three dimensions, inspired by the illustrations of Sandra Dieckmann
- Represent ideas through design and technology to create a 3D model with wings
- Listen to and respond to a range of high quality recorded music inspired by flight (the finale of Sibelius' 5th Symphony, Saint-Saens 'The Swan' from The Carnival of the Animals,); incorporate music into dance activities; consider how music can influence our mood
- Explore pulse and rhythm: repeat and create short rhythmic phrases
- Use percussion instruments in a variety of ways