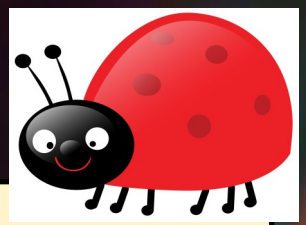


EYFS: LADYBIRD CLASS



Light Fantastic!

Our theme for Term 2 is 'Light Fantastic!'

Planning is flexible to enable the specific interests of the pupils to be incorporated but key foci for Teacher Directed activities this term are shown below.

P.S.E.D:

(Personal, Social and Emotional Development)

I know how to recognise the feelings of others. (inc those of characters within stories and when engaged in role play scenarios)

I know ways that I can keep calm when I am feeling frustrated. (strategies to support emotional wellbeing)

I can use the toilet and wash my hands independently. I know why washing my hands is important. (work alongside school nurse/ health workers for those children not yet clean and dry during the day).

I know how to keep safe in the dark. BE BRIGHT BE SEEN.

JIGSAW- 'Celebrating difference.'

(I can identify something that I am good at and understand that everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.)

Weekly mindfulness sessions

Physical Development:

Daily 'wake and shake' plus weekly yoga / mindfulness session and FITT session to promote core strength, balance and posture.

Ch have daily access to outdoor large and small equipment.

Fine motor activities

(planned within CIA and topic time) to strengthen muscles and secure a comfortable pencil grip inc.. Scissor skills, clay work, threading.

I know how to use simple tools inc. paintbrushes and scissors with control to create specific effects.

Handwriting- I know how to hold a pencil securely to form clearly identifiable letters that help me communicate meaning. (Letter families taught in small groups beginning with c a o d g)

Gross motor skills:

Weekly PE lessons- I know different ways I can travel when using the small and large equipment inc crawling, sliding, jumping and climbing. I know how to use the space around me safely.

I know I can change direction and height when travelling.

I know how to hold a balance.

Literacy:

Daily phonics following the Bug Club phonics programme- Phase 2/3 sounds and words.

I know how to read simple words (CVC) and phrases by decoding letter sounds and blending them together. I can read common exception words from Phase 2 and 3.

I know how to write simple words (CVC) and phrases by segmenting the sounds I hear in words and recording them in order.

I know how to hold my pencil securely to help me form clearly identifiable letters to communicate meaning. (handwriting families 'c' then 'i' then 'l')

I know which capital letters match each lower case letter.

I know how to create a simple rhyming string.

I know the letters needed in order to write my name independently.

Mr Magpie- collecting amazing vocabulary to refer to through the week.

Story telling- Traditional Tales: The Gingerbread Man, The Magic Porridge Pot, Little Red Riding Hood, The Ugly Duckling, The Elves and the Shoemaker, Anansi (folk tale from Africa)

Focused texts: Non-fiction books on Guy Fawkes, Light, Shadows, Mirrors and Rainbows, Diwali.

Fiction: Laura's star, Can't you sleep little bear? Shark in the dark, Day monkey Night monkey, Katie and the starry night (Van Gogh)

Communication and Language:

Daily singing/ rhymes and stories.

Daily communication and language activities to support speaking, turn-taking, sharing ideas, listening to others, comprehension, exploring and developing new vocabulary: activities include story telling, NELI and Philosophy Bear.

I know why listening is important and how to show that I am listening well in class.

I know how to answer 'who', 'what' and 'where' questions, as well as 'why' and 'I wonder why' questions. I can use the term 'because' to extend my explanations,

(CT to model how to think out loud)

I know how to sequence my ideas when talking eg when speaking about a special event and use future/ past tenses accurately.

I can talk about the characters and events in the stories I hear.

Makaton signing- intro question words (who, what, why, when, where, how) plus signs for Christmas Songs

Mathematics:

(Following the White Rose Maths scheme)

Number songs and rhymes, saying number names in order and counting forwards and back from 1 to 10 (and beyond). Time also given weekly to share Numberblock episodes to support the week's learning.

I know how to represent numbers to 5 in different ways inc using numicon, counters, loose parts.

I can subitise with small amounts.

I know, that when comparing numbers 1 to 5, as we count up the number line we say the number that is '1 more' each time and that when counting back we say the number that is '1 less'.

I know how to find different ways of making numbers 1–5 (composition).

I know the names of circles, triangles, squares and rectangles and use mathematical language to talk about their properties (sides, corners, straight, curved.)

I know how to use positional and directional language to describe a journey or the position of an object.

I know how to use the language of time to describe when events happen e.g. in the morning, at night, today, yesterday, after, before.

I know how to use the timers to help me measure the time it takes to do different activities.

Understanding the World

I know that Guy Fawkes is a character from the past. I can talk about what he did and why his name is still remembered today.

I know and can talk about people who are familiar to me and how they are important in looking after my health. (doctor, dentist, nurse, optician).

I know why leaves change colour in the Autumn. (exploring the natural world- collecting leaves for lantern making in Park School)

I know and can talk about celebrations that are special to me and to others. (Tihar, Diwali, Christmas)

I can create simple maps based on stories. (Little Red Hood) and I know how to use simple directional/ positional language to describe a journey.

I can use bee bots/ easi cars to travel along a set pathway.

I know that light travels from a light source. I know how a shadow is made. I know that light can travel through some materials and not through others. (exploring stained glass windows and shadow puppet theatres plus dark den)

Plus: weekly sessions to share a range of fiction/ non fiction books to help develop an understanding of the past e.g. Dogger, The Toy Maker, Peepo, Grandma's Quilt, When I was young.

New for 2022: Mystery object in class.

Expressive Arts and Design:

I join in with class rhymes and action songs.

CHARANGA: Autumn 2- My Stories

Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.

I know how to manipulate clay to create a simple thumb pot and I know how to create different patterns and designs by using simple tools in a variety of ways (Diva lamps)

I know how to create new colours by mixing different colours together (colour mixing).

I know which materials let light travel through and use this to help me make choices in my work (shadow puppet making and creating sun catchers).

I know how to use a range of materials and resources to make simple representations of objects (firework collage and Van Gogh starry night pictures).

Art studio: I know how to use paintbrushes/ pencils to create simple shapes and make sensible colour choices for effect.

Christmas Performance to Parents plus trip to watch local pantomime.

Visits and Events:

During the term we will continue with our Park School activities– this time exploring shadows plus collecting leaves for lanterns.

Library Visit.

Church Visit.



To continue the learning at home, as well as trying out the home learning challenges set each week, the following websites may be useful:

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

<http://www.ictgames.com/>

Don't forget to check out our class page on the website regularly and log in to Phonics Bug to support your child's reading skills.