

EYFS: LADYBIRD CLASS



Amazing Africa!

Our Wider Curriculum Theme in Term 4 is called 'Amazing Africa!'

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

P.S.E.D:

(Personal, Social and Emotional Development)

I know the importance of team work.

I know how to work with a partner, a group or a class successfully.

I know and can talk about the different things that keep my body healthy: including how to brush my teeth, keeping clean, having a good sleep routine, healthy eating, exercise, sensible amounts of screen time.

JIGSAW- 'Healthy Me.' I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body, I know which foods are healthy and which are not so healthy and can make healthy choices. I know how to help myself go to sleep and understand why sleep is good for me, I can wash my hands thoroughly and understand why this is important, especially before I eat and after going to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.

Promoting oral health: Visit from Dental Nurse. Toothbrushing chart and making healthy food choices rewards.

Weekly: mindfulness and yoga

Physical Development:

Daily 'wake and shake' plus weekly yoga time.

Weekly yoga/ FITT training (promoting 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 a secure pencil grip inc.. Scissor skills, weaving, drawing and colouring activities.

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

Handwriting-Revise formation of all letters- focus on letter size and position on the line.

Gross motor skills:

Weekly PE lessons- I can express myself through Dance. (including an African dance element)

I can move in a variety of ways- jumping, swaying, stepping, hopping, spinning. I can move in different directions. I can combine movements to create simple routines that can be repeated,

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 can follow a 2-step or multistep instructions.

I can answer 'how' and 'why' questions when responding to stories and know when I need to add more detail in my response so that I am understood.

I know how to connect my ideas using the connectives 'because', 'but' and 'and'.

I can use past, present and future tenses correctly when talking.

I can use my talk to work out problems and share ideas- explaining how things work and why things happen.

I can retell familiar stories and choose my own vocabulary to describe characters and events. I can practice conversations between characters.

I can share fiction/ non-fiction books and can talk about new knowledge and vocabulary I am learning with confidence.

Makaton signing- theme: Keeping Healthy (inc signs for foods/ sleep/ exercise/ washing)

Literacy:

Daily phonics following the Bug Club phonics programme- Phase 3/4 sounds and tricky words.

I know how to use my phonic knowledge to help me read and write CVC and CCVC/CVCC words including some digraphs and trigraphs.,

I can read simple sentences / phrases, containing graphemes and tricky words I am familiar with, with accuracy.

I can segment the sounds I hear in CVC/ CCVC./CVCC words to write labels, captions and sentences in meaningful contexts.

I know how to form all letters accurately and make my writing clear for others to read.

I am continuing to show awareness of capital letters and full stops when reading and writing,

Story telling- Creating story maps using 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 linked to topic eg A is for Africa, African animals, animal camouflage, safari, Atlases. Fiction: Handa's Surprise, Anansi stories, We're going on a Lion Hunt, Tortoise's dream.

Mathematics:

(Following the White Rose Maths scheme)

Number songs and rhymes, saying number names in order and counting forwards and back from 1 to 20 (and beyond). Counting on/back from different numbers. Counting in 2s and 10s. Time also given weekly to share Numberblock episodes to support the week's learning.

I know how to count to 9/10 and count back again. I can talk about the position of numbers 9 and 10 on the numberline.

I can represent numbers 9/10 in different ways and I can explore the composition of numbers 9 and 10.

I can compare numbers to 10, first comparing 2 quantities then 3 quantities, identifying which group shows more/ fewer/ most/ fewest.

I can use manipulatives e.g. double sided counters on a 10 frame to explore number bonds of 10.

I can name and identify 3d shapes within the environment.

I can create repeating patterns following ABB, AAB, AABB, AABBB patterns.

I can create patterns that flow around the edge of shapes as well as in straight lines.

TIME THEN GIVEN FOR CONSOLIDATION OF ALL CONCEPTS TAUGHT SO FAR

Visits and Events and

additional curriculum activities:

Park School: Community in Action. Weekly litter pick in the park plus creating posters to encourage others to keep our park tidy.

Tidying our own garden and planting veg/ flowers for the Spring/ Summer.

Library Visit.

Visiting musician.

Easter Service in the church. We will be performing an Easter song.

Maths problem solving fun afternoon with parents – fruit kebabs! further details to come.

Makaton signing: based on theme of keeping healthy.

Understanding the World

Talk time keeping healthy through eating healthily and exercise. I can keep an exercise diary to explore the exercise I take each week. I am happy to try new fruits and vegetables and know this is a healthy choice.

I know why some animals use colours and patterns for camouflage.

I know that story telling is part of African culture. I can retell a traditional story from Ghana (Anansi).

I can compare the lives of children living in urban/ rural Kenya to my own daily routines. I can say what is the same and what is different.

I can create simple maps based on stories and use geographical features found in Kenya (Going on a Lion Hunt). I know how to use directional language to describe a journey. I can compare geographical features found in Kenya to our own environment.

I know which colours and patterns are important to the Maasai people of Kenya. I can create a Maasai 'beaded' neck collar.

I can explore African music through creating simple rhythms on a djembe drum and joining in with call/ response songs.

Observe and interact with natural processes: explore sounds and vibrations when drumming.

Weekly stories also supporting Geographical/ Historical language and understanding.

ICT: Using Technology

I am getting familiar with the layout of the keyboard. I can type my name and write a simple sentence using the keyboard.

I can use technology around the classroom—interactive whiteboard, ipad, take digital photos/ create video clip. Listen to music/ search internet with adult support.

Expressive Arts and Design:

Daily class songs and action songs including Easter Songs to share with parents.

Charanga: Spring 2: Our World

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

Exploring art from different cultures: African tribal patterns and colours: I can make a beaded neck collar and explain the meaning of each colour I chose.

Animal patterns- camouflage: I can recreate different animal patterns. I can explain how the patterns help keep each animal hidden and why they need to be camouflaged.

Music Appreciation: I can join in with call and response songs from Ghana (Che Che Kule)

Djembe drumming- I can create bass, tone and slap notes. I can keep a steady beat, I can follow a simple rhythm and create my own.

Art studio: drawing using shapes and choosing colour for emotion / effect.

Weaving- I can create a simple woven design.

Don't forget we are online too!

From our school website click on the 'Ladybird Class Page' to find photos and pictures of us and to read all about the learning taking place in class.

This is where you will also find the Friday Home Learning Challenge set each week, as well as useful information e.g. on Phonics and Reading and links to other websites aimed to support both parents and children, helping you continue the learning at home.

