

Our World - Spring 1 2018 - Wrens Class EYFS

Communication and Language	Physical Development	Personal, Social and Emotional Development
<ul style="list-style-type: none"> Use vocabulary (e.g. village, road, path, house, flat, busy/quiet etc) Talk about own home and find out about other children's experiences. Recount stories and experiences in their own words. Listen to stories and ask and answer questions. 	<ul style="list-style-type: none"> Know the Green Cross Code and use it to cross roads safely. Transport and use equipment safely. <i>Use large construction equipment to build homes</i> <i>Continue to develop fine motor control using mark-making equipment, scissors and other tools.</i> Discuss why keeping the class indoor and outdoor environments orderly is important and why we need to put resources away in the correct place. PE- Dance How are our bodies affected by activity? How can our environment be changed to make us more comfortable? E.g- heating on/off, opening a door or window. 	<ul style="list-style-type: none"> Express opinion on natural and built environments and listen to different points of view. Work together to make our environment safe and attractive Recognise and respect other peoples' ideas.

Literacy	Numeracy	Expressive arts and design
<ul style="list-style-type: none"> Phonics phase 3 Texts... Empty lunch Box <i>Six Dinner Sid</i> <i>Materials</i> <i>Homes (Around the world) by Kate Petty</i> <i>Builder by Amanda Askew</i> <i>This is Our House by Michael Rosen and Bob Graham</i> <i>Let's Build a House by Mick Manning and Brita Granström</i> <i>Three Little Pigs (traditional)</i> <i>The River Race (traditional)</i> Write and post a letter to a friend. Write words in English and Chinese Write captions and simple sentences in response to stories and experiences. 	<ul style="list-style-type: none"> Counting to 20 and beyond. Begin to count in tens. Simple addition and subtraction Introduce number stories. Compare heights and lengths by either direct comparison (e.g heights of construction towers) or measuring (e.g How many footsteps long is the playground). Estimate and share quantities, secure understanding of more/fewer. Recognise coins, begin to add amounts. Use everyday language to talk about time. 	<ul style="list-style-type: none"> Pattern and texture in the immediate environment- e.g. rubbings from grates, covers or bricks. Use magnifying glasses to study textures and patterns. Create paintings, drawings and models of known and imaginary buildings/landscapes.

Understand the world-People and Communities
<ul style="list-style-type: none"> Compare homes around the world, emphasise similarities. Invite parents and children with experiences of living in other countries or other parts of the UK to bring in photographs and objects. Local area walk, identify places/features in photos- take photos/draw/write about what we see. Study of the school- awareness of features of the school and its' grounds, Simple plan views and maps using small world and construction materials. Design practical, attractive environments- e.g. take care of flower beds or organise equipment. <p>RE</p> <ul style="list-style-type: none"> Chinese New Year Look at how our different cultures and beliefs are similar, share and discuss practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and beliefs, by sharing and celebrating a range of practices and special events.