

EYFS Framework – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes: A unique child; Positive Relationships; Enabling Environments; Learning and Development. As part of our Growth Mindset approach we are; collaborative, resilient, disciplined, imaginative and curious learners

Prime Area: Communication & Language

- Talk activities through, reflecting on and modifying actions
- Listen attentively to stories
- Respond to stories about rock pools, beach and under water adventures with relevant comments, questions and actions
- Follow instructions
- Respond to 'how' and 'why' questions about own experiences
- Use language to imagine and recreate roles and experiences
- Sings simple songs from memory
- Begin to connect ideas and events

Literacy: Reading and writing

- Develop phonic skills to support reading and writing e.g. linking some sounds to letters
- Recognise a few familiar words
- Begin to demonstrate understanding when talking with others about what they have read
- Experiment with mark making, sometimes ascribing meaning to the marks
- Use some clearly identifiable letters to communicate meaning
- Represent some sounds correctly in own writing
- Hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed (on going) and in pre-cursive style for own name

Understanding of the World

- Ask questions about why things happen and how things work, looking closely at similarities, differences, patterns and change linked to topic
- Investigate things living in a rock pool
- Explore natural and manmade materials – focus on every day and waterproof materials
- Undertake investigations e.g. explore sinking and floating, explores sounds
- 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

Prime Area: Physical Development

- Show appropriate control in small scale movements – focus on gymnastics without apparatus
- Move with confidence, imagination and in safety
- Show awareness of space, self and others
- Demonstrate fine motor control and coordination
- Use small equipment, showing a range of basic skills
- Begin to know importance for good health of physical exercise and a healthy diet
- Manage own personal hygiene
- Develop stamina through Golden Mile running activities

Mathematics

- Use positional language e.g up/down; left/right through physical development
- Recognise differences in quantity when comparing sets of objects e.g to find one more or one less from a group of objects
- Sort and compare natural and manmade objects and talk about sorting
- Counting and using numbers from 1 to 20
- Place numbers in order
- Order items by length or height
- Begin to explore shapes to create and patterns and build boats

**Underwater Class
TERM 1
Autumn 2018**

Prime Area: Personal, Social & Emotional Development

- Settle into new school community – begin to develop new friendships
- Display high levels of involvement in self chosen activities linked to topic
- Understand that there needs to be agreed codes of behaviour that need to be followed
- Select and use activities and resources independently
- Work as part of a group or class, taking turns and sharing fairly
- Respond to significant experiences, showing a range of feelings when appropriate

TOPIC: Land Ahoy



Expressive Arts & Design

- Use a variety of different media including drawing tools to create boats, lighthouses etc
- Use different techniques including collages to create a pirate island
- Explore colour, texture, shape, form and space in two or three dimensions
- Use imagination in art and design, music, dance, role play and stories
- Represent ideas through design and technology
- Respond in a variety of ways to what s/he sees, hears, smells, touches and feels
- What's that Sound? -Make and combine sounds – everyday sounds, body percussion, instruments, rhyme, loud and quiet