

### **Personal, Social and Emotional Development (PSED)**

- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally

### **Physical Development**

- Develop their fine motor skills so they can use a range of tools competently, safely and confidently
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Revise and refine the fundamental movement skills they have already acquired

### **Communication and Language**

- Use new vocabulary throughout the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their thoughts and ideas in well-formed sentences
- Use new vocabulary in different contexts
- Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### **Mathematics**

- Continue to subitise.
- Count beyond ten.
- Understand one more than/less than relationship between consecutive numbers.
- Compare numbers.
- Automatically recall number bonds to 5 and some to 10.
- Link numerals to their cardinal number value
- Compose and decompose shapes to recognise that a shape can have other shapes within it.

### **School Value PRIDE**

We will be exploring how we can show all of our PRIDE values across our learning.

EYFS Term 6



### **Literacy**

- Form lower case letters correctly
- Spell words by identifying the sounds and then writing the sounds with letters
- Write short sentences with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense
- Read simple phrases and sentences
- Re-read books to build up confidence, fluency, understanding and enjoyment

Where children come first

**Topic  
On the Farm**

### **Understanding the World**

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past
- Draw information from a simple map
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

### **Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Create collaboratively, sharing ideas, resources and skills
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play