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| **SKILLS FOCUS** | **Week 1****W.B - 25.2.19** | **Week 2****W.B - 4.3.19** | **Week 3****W.B - 11.3.19** | **Week 4****W.B - 18.3.19** | **Week 5****W.B - 25.3.19** | **Week 6****W.B - 1.4.19** |
| **Personal, Social and Emotional Development**  | I am aware of boundaries set and the behavioural expectations of the setting.I can talk about the consequences to behaviour | I am confident to speak to others about own needs, wants, interests and opinions. | I can initiate conversations, attend to and take accounts of what others say. | I am beginning to be able to negotiate and solve problems without aggression.I can express my own preferences and opinions. | I am confident to try new activities and say why I like some activities more than others. | I can talk about the consequences of behaviour.I can play co-operatively, taking turns with others. |
| **Communication and Language** | I can maintain attention, concentrates and sits quietly during appropriate activity.  | I can respond to instructions involving a two-part sequence. | I can listen and do for a short span. | I can listen and respond to ideas expressed by others in conversation or discussion. I can introduce a storyline or narrative into my play. | I can use language to imagine recreate roles and experiences in play situations. | I can express myself effectively, showing awareness of the listeners. |
| **Physical Development****Games** | **Jumping, rolling and aiming activities**I can jump of an object and land appropriately.I can experiment with different ways of movingI understand how to transport and store equipment safely.**Cognitive Objectives** I can follow simple instructions. | **Jumping, rolling and aiming activities**I can jump of an object and land appropriately.I can negotiate space when playing with other children**Cognitive Objectives** I can follow simple instructions. | **Jumping, rolling and aiming activities**I can jump of an object and land appropriately.I can experiment with different ways of moving**Cognitive Objectives** I can follow simple instructions. | **Jumping, rolling and aiming activities**I can show increasing control over an object when throwing and catching.I can show good control and co-ordination in large and small movements**Cognitive Objectives** I can name some things I am good at. | **Jumping, rolling and aiming activities**I can show increasing control over an object when throwing and catching.I can show good control and co-ordination in large and small movements**Cognitive Objectives** I can name some things I am good at. | **Jumping, rolling and aiming activities**I can show increasing control over an object when throwing and catching.I can show good control and co-ordination in large and small movementsI understand that good practises with regard to exercise, eating, sleeping and hygiene contribute to good health.**Cognitive Objectives** I can name some things I am good at. |
| **Literacy** | **I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.** Make a Super hero passport. Linked to children’s character on dress up day.  | **I can write my own name and other things such as labels, captions.**Hotseat superhero characters. Describe a superhero. Use adjectives to describe. Label the super hero. | **I can segment the sounds in simple words and blend them together.** **I can write simple sentences which can be read by themselves and others.** Choose a story linked to a super. Write a simple story. Use story maps to retell story.  | **I can write short sentences in meaningful contexts.** Talk about heroes that help us. Write about different heroes in our community.  | **I can write my own name and other things such as labels, captions.**Create your own super hero. Write about the superhero you have created.  | **I can segment the sounds in simple words and blend them together.** **I can write simple sentences which can be read by themselves and others.** Write a letter to their super hero asking for help or to say thank you for helping them.  |
| **Mathematics** | I can select the correct numeral to represent 1 to 5, then 1 to 10 objects and place them in the correct order.I can select the correct numeral to represent 10 to 20 objects and place them in the correct order. | I can order and sequences familiar events.I use everyday language related to time. I can use sequential language such as next, afterwards, before, first to describe events. | I can find the total number of items in two groups by counting all of them. I can ‘count on’ from a given number to find a total. | I am beginning to use everyday language related to money- link to Number throughout.I solve practical problems involving doubling and halving (use money). | In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting. I can solve problems using my own methods a and explain these. | I can measure short periods of time in simple ways.I use everyday language related to time and use it to solve problems. |
| **Understanding the World** | I enjoy joining in with family customs and routines. (PC)I can talk about past and present events in my life and the lives of other people.  | I know about similarities and differences in relation to places, objects. materials and living things.  | I can use ICT to retrieve information. (T)I recognise that a range of technology is used in places as homes and schools | I know about similarities and differences between themselves and others, and among families, communities and traditions. | I can look closely at similarities, differences, patterns and change. (TW)Notice changes in the environment and record in your own ways. | I can talk about features of my own environment and how environments might vary from one another. TW) |
| **Expressive Arts and Design** | I can experiment to create different textures. I understand that different media can be combined to create new effects.  | I can manipulate materials to achieve a planned effect. (EMM)I can choose particular colours to use for a purpose. (BI) | I can construct with a purpose in mind, using a variety of resources. I can select tools and techniques needed to shape, assemble and join materials I am using. (EMM) | I can select appropriate resources and adapt my work where necessary. (EMM) | I can use simple tools and techniques competently and appropriately. (EMM) | I can sing songs, make music and dance. and experiment with ways of changing them.  |
| **Music**  | Charanga Unit – Everyone – Session one. Introduction to percussion instruments  I can sing songs and make music and experiment with ways of changing them. | Charanga Unit – Everyone – Session two. Introduction to percussion instruments Choose a song and begin to learn it ready to perform to the rest of EYFS2 I can sing songs and make music and experiment with ways of changing them. | Charanga Unit – Everyone – Session three. Introduction to percussion instrumentsI can sing songs and make music and experiment with ways of changing them. | Charanga Unit – Everyone – Session fiveI can explore different sounds of instruments.  | Charanga Unit – Everyone – Session SixI can explore different sounds of instruments.  | Charanga Unit – Everyone – Performance to EYFS2 I can sing songs and make music and experiment with ways of changing them. I can explore different sounds of instruments. Perform our songs learnt this half term to the other classes.  |
| **Educational Visits/Visitors/Special Events** | Superheroes dress day to start topic.  |  |  | Visit from local fire station, doctor, nurse, paramedic. Local heroes  |  |  |
| **Parental Involvement** |  |  |  |  |  |  |

 