|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 moving  I 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 movements  I 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 instruments  I can sing songs and make music and experiment with ways of changing them. | Charanga Unit – Everyone – Session five  I can explore different sounds of instruments. | Charanga Unit – Everyone – Session Six  I 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** |  |  |  |  |  |  |

A picture containing clothing

Description generated with very high confidence A close up of a logo

Description generated with very high confidence