

Important note: In EYFS we partially plan and teach in the moment. Therefore although this is what we anticipate covering this term, we will adapt learning opportunities to reflect individuals

### Key Vocabulary to support this terms planning:

- false alarm
- warnings
- pelican
- attic
- barrel
- bobbing
- villager
- rusty
- special
- trudged
- yelled
- silently
- harbour
- gangplank
- captain
- crew
- ashore
- narrow
- marched
- growled
- welcome
- skull and crossbones

**PSED—Self Regulation**

- Show understanding of own and other peoples feelings
- Begin to adapt behaviour as a response to feelings of self and others.
- Follow instructions even those with more than 1 step.

**PSED—Managing Self**

- Know right from wrong and be able to acknowledge responsibility when mistakes are made.
- Understand the importance of personal hygiene.

**PSED—Building Relationships**

- Begin to self regulating emotions
- Talk with others to resolve conflict
- Take turns and play cooperatively (most of the time) independently.

**Expressive Art and Design—Creating with Materials**

- Safely use a range of tools and materials to create.
- Explain the process used to make something.
- Being to experiment with mixing secondary colours

**Expressive Art and Design—Being Imaginative and Expressive**

- Study the work of famous artists and create our own versions
- Perform songs and rhymes with others

**PD— Gross Motor Skills**

- Develop balance and coordination
- Move Energetically
- Climb confidently with consideration for safety of

**PD— Fine Motor Skills**

- ♦ Use cutlery to brake food into bite sized pieces and bring to mouth.
- ♦ Use a tripod grip when writing
- ♦ Show increased control when drawing.

**UW—Past and Present**

- Know some similarities and differences between the past and now
- Understand the past through people and events encountered in books

**UW—People, Culture and Communities**

- Know that life in MK is different to that in other parts of the world
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**UW—The Natural World**

- Compare differences in seasons we have experienced
- Know some similarities and differences from their locality and other environment.

**Literacy— Comprehension**

- Make observations about events and people in non fiction using recently acquired vocabulary
- Use new vocabulary to explain

**Literacy— Word Reading**

- Read most words in books matched to current phonics level.
- Be able to read all digraphs from set 1: ch, th, sh, nk, ng, qu and some of set 2
- Re run sentences to increase fluency in books appropriate to the phonics level

**Literacy— Writing**

- ♦ Form correctly most letters
- ♦ Record ideas by writing initial and final sounds in most words
- ♦ Record middle sounds in some words
- ♦ orally segment words in preparation to writing
- ♦ Use space between words

**Mathematics—Number**

- Be confident in representations of 1-10
- Compare numbers 1-10
- Use own mark making to represent numbers 0-10
- Use subitising of smaller numbers to work out how many in a larger group.

**Mathematics—Numerical Patterns**

- Know the names and properties of some 3D shapes
- Copy, Continue and create simple patterns
- Use language to describe length capacity and weight

**C&L—Listening attention and understanding**

- Listen carefully to books read aloud and respond with appropriate questions.
- Hold a conversation with more than one exchange

**C&L—Speaking**

- Offer explanations of why things might have happened.
- Uses recently introduced vocabulary in conversation

**Bang!**  
Pirate treasure map

**Trips and Visits**  
Easter cards to old peoples home.- Building community links

**Experiences**  
Pancakes  
World book day  
Science week

**People**  
Oak tree court  
Christian Visitors