

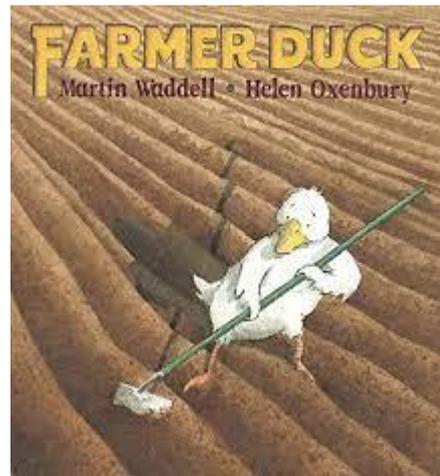
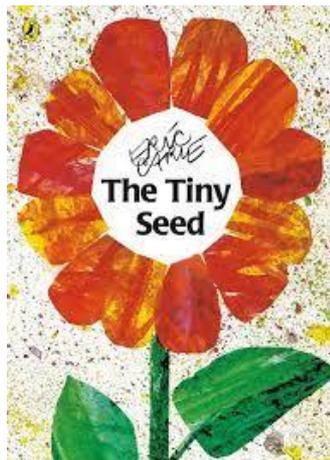
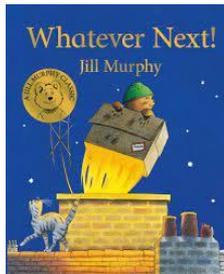
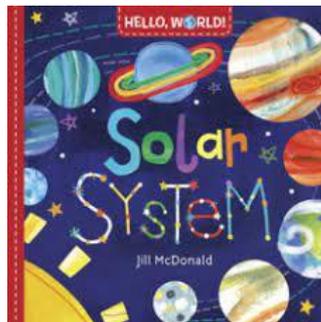
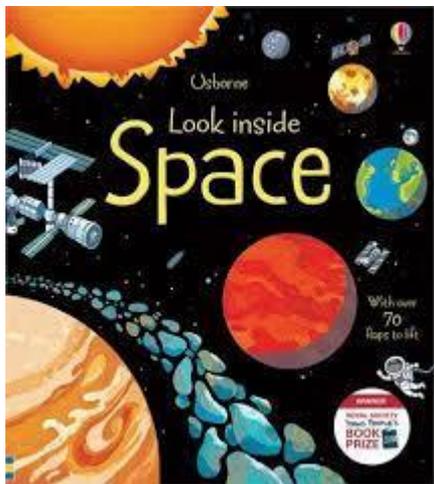
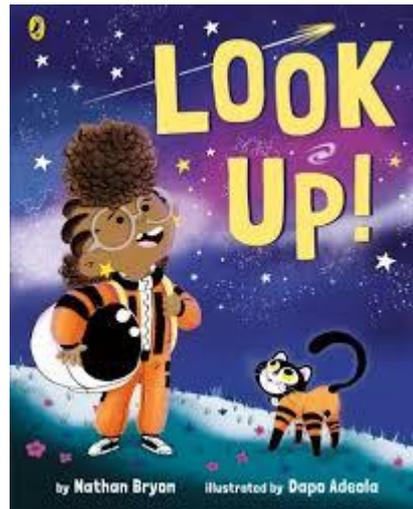
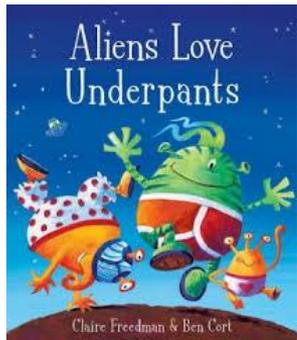
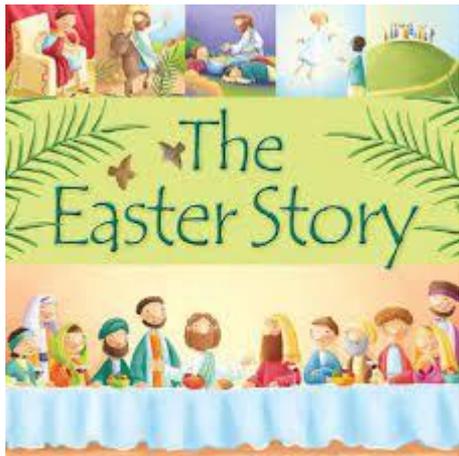
# Panda and Rhino class EYFS



Seasons (Winter/ spring)  
Space

Easter Celebrations (The Priory Church)





### Listening:

Listen to others 1:1, in small groups and whole class.

*Enjoy listening to stories and can remember what happens.*

Listen carefully to rhymes/ songs, paying attention to how they sound.

*Understand how to listen carefully and why listening is important.*

### Attention:

Maintain attention in whole class and small group contexts for a short time.

*May find it difficult to pay attention to more than one thing at a time.*

### Respond:

*Engage in story times.*

Join in with repeated refrains and anticipate key events and phases in stories or rhymes.

Respond appropriately when asked e.g. bells = freeze & show me 10

### Understanding:

Follow 1 step instructions e.g., put bookbag on your peg..

*Understand 'why' questions.*

### Speaking:

*Use sentences of 4-6 words.*

*Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.*

Begin to use social phrases e.g., 'Good Morning!

*Use talk to organise themselves and their play.*

# Communication and Language

### Vocabulary:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/ backwards, before, behind, below, both, different, early, forwards, front, story telling language

### Home Learning:

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'



# Personal, Social and Emotional Development

## Vocabulary:

Food / protein/ vegetables/ fruit / fats / sugar/

Balance

Exercise

Dream / ambition/ role model

Body/ body parts

Relax/ resting/ meditating/ sleep/ routine

## Home Learning:

Discuss as a family what healthy means, can you think of a way you can be healthier as a family.

## Jigsaw:

Hopes and dreams

healthy me



## Dreams and Goals

I understand that if I persevere I can tackle challenges

I can tell you about a time I didn't give up until I achieved my goal

I can set a goal and work towards it

I can use kind words to encourage people

I understand the link between what I learn now and the job I might like to do when I'm older

I can say how I feel when I achieve a goal and know what it means to feel proud

## Healthy Me

I understand that I need to exercise to keep my body healthy

I understand how moving and resting are good for my body

I know which foods are healthy and not so healthy and can make healthy eating choices

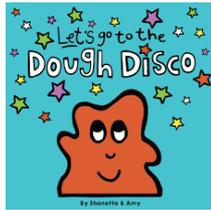
I know how to help myself go to sleep and understand why sleep is good for me

## Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still, forward roll, stretch, point, roll,

## Home Learning

Ask your child to practise yoga before bedtime to relax, prepare their eyes and body for a restful night sleep.



# Physical Development

Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, changing

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming through cooperation/ parachute games.



# Literacy

Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

## COMPREHENSION

Listen and enjoy sharing a range of books.

Hold a book correctly, handle with care and turn pages

from front to back and recognise front and back cover.

Know that print carries meaning and in English, is read

from left to right and top to bottom.

Know the difference between text and illustrations.

Enjoy joining in with rhyme, songs, and poems.

Join in with repeated refrains and key phrases.

## WORD READING

Hear general sound discrimination and be able to orally blend and segment.



## Home Learning:

Ask a grown-up to write a simple sentence, such as 'I can see the dog.' Copy the sentence. Now write it again but change the end word. 'I can see the ...'

## Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

## Spelling:

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

## Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

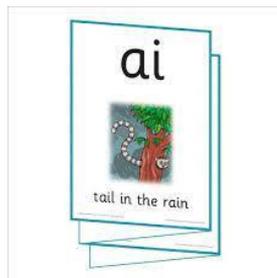
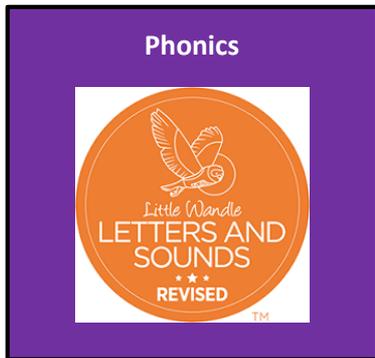
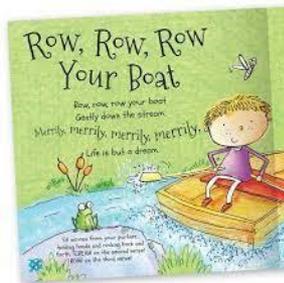
## Writing :

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



Home Learning  
 Can you child identify digraphs and trigraphs in words?  
 Play a game with your grownup. Ask your grown-up to read a sound to you. Can you write the sound down? You could use different colours.

Phase 3 grapheme information sheet

Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 hook a book	oo
 march in the dark	ar	 horn with a horn	or
 curl the fur	ur	 wow owl	ow
 being being	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

# Mathematics



## Vocabulary:

Number, zero, one, two, three ..... to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

## Home Learning:

There are 6 people on a bus. Then, 2 more people get on. How many people are on the bus altogether? Try drawing a picture to help you work out the answer.

Azmeer has 5 1p coins in his money box. His grandad gives him 4 more 1p coins. How many does Azmeer have altogether? Ask a grown-up to help you find some 1p coins to check your answer.

Count objects, actions, and sounds  
Subitise

Matching - same/different, colour, size, shape  
Sorting into groups

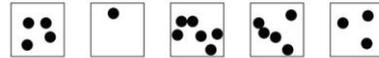
Counting by rote, counting aloud, clapping, stamping, drumming etc,  
nursery rhymes, counting songs, using fingers to represent numbers

Comparing amounts – equal, more than, fewer than.

Comparing size, mass & capacity – big/little, large/small, short/tall,  
tallest/shortest

Exploring pattern - making simple patterns, odd one out, exploring more  
complex patterns.

Verbally count beyond 20, recognising the pattern of the counting system.  
Compare quantities up to 10 in different contexts, recognising when one  
quantity is greater than, less than or the same as the other quantity.  
Explore and represent patterns within numbers up to 10, including evens  
and odds, double facts and how quantities can be distributed equally.



# Understanding the World

Vocabulary: galaxy planets solar system earth moon rocket asteroid comet sun

Seed planting growing water sun root leaves sunlight

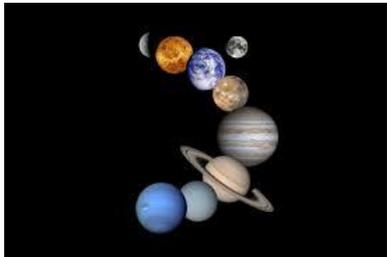
## Home Learning:

Go outside when it is dark, or look out the window and talk about what you can see. Can you count the stars? Can you find the moon? Does the sky change from one night to the next?  
Create a vehicle that you could use to travel into space. What would it look like? You could create a rocket using cardboard tubes, a spacecraft using old boxes or you could design a different type of vehicle to get you there!

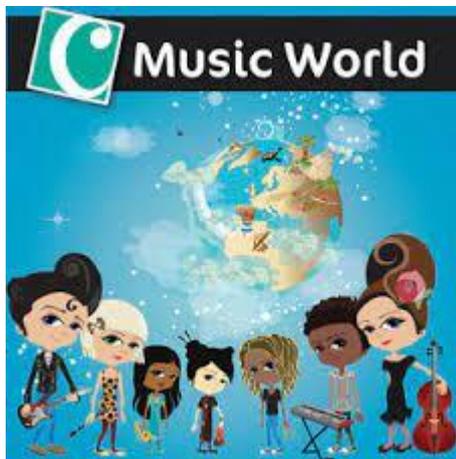
Talk about the features of their immediate environment with visual representations e.g., classroom maps, map around school, seating maps, wildlife area map and read common signs and logos.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.



# Expressive Arts and Design



## Vocabulary

Pitch  
High  
Low  
Beat  
Pulse



## **Charanga Songs:**

*If you're happy and you know  
know  
Wind the bobbing up  
Rock- a -bye baby*

Perform – The seed song at Priory Church

Using games track of your choice, and the pulse in different ways

Rhythm games

Explore high and low (pitch and improvisation with voices)

Create your own sounds (improvisation and composition with voices and/or instruments)

To express and move your body to the different music.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Make use of props and materials when role playing characters in narratives and stories.