

# EYFS TERM 3

## Maths

### White Rose Maths

#### Alive in 5:

Introduce zero. Find 0 to 5. Subitise 0 to 5. Represent 0 to 5. 1 more. 1 less. Composition. Conceptual subitising to 5

#### Mass and Capacity

Compare mass. Find a balance. Explore capacity. Compare capacity

#### Growing 6, 7, 8

Find 6, 7 and 8. Represent 6, 7 and 8. 1 more and 1 less. Composition of 6, 7 and 8. Make pairs – odd and even.

Double to 8 (find a double and make a double). Combine two groups.

#### Conceptual subitising

#### Length and Height

Explore length. Compare length. Explore height. Compare height



## Space

### Understanding the World

#### White Rose Science for Reception:

Seasonal changes in winter – temperature, clothing, trees; other climates, e.g. polar climates; features of animals to help them survive; hibernation; floating and sinking; transport materials in containers; sand and mud; mix and explore materials; contrasting habitats; different environments e.g. jungle and desert and their climates; how animals suit specific environments.. Watch it Grow: Plant seeds and care for growing plants.; Understand the key features of the life cycle of a plant and an animal.

**Bookmarks and flower threading:** Threading and weaving techniques using various materials and objects.

**Map Explorers :** Exploring and making simple maps; Considering shapes and positions of features when making a map; making models of familiar places.

#### Why are some places special?

Children learn about places that are special to our ourselves, our community, why churches are special to many Christian people and why mosques are special to many Muslim people

Forest School

## PSED

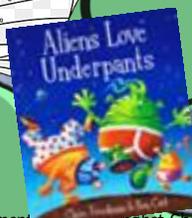
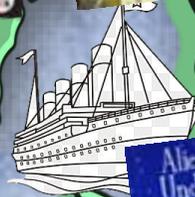
### Jigsaw PHSE for Reception: Dreams and Goals

- Challenges
- Perseverance
- Goal-setting
- Overcoming obstacles
- Seeking help
  - Jobs
- Achieving goals
- Children will know: about sensible amounts of “screen time” linking to Safer Internet Day; how to be independent with their own personal hygiene.



## ENRICHMENT

### Stargazing event in the forest school



## Physical Development

### Gross Motor Skills: Throwing and Catching

Children develop their ability to move confidently and fundamental movement skills, in particular locomotor and manipulation skills such as running, jumping, throwing, catching, and gathering. Children build their confidence, develop social skills and handle different pieces of equipment.

### Fine Motor Skills:

Threading, weaving, tweezer, playdough activities.  
Letter and number formation practice.  
Making porridge using a variety of tools.  
Draw with Rob; Drawing Club

## Expressive Arts and Design

### Star struck:

**Children will know:** about artists Vincent Van Gogh and Marc Chagall. Make collages of moons, rockets, and stars to create a wish on a star and a dream of flying. **Children will be able to:** Cut, tear and stick to create a simple collage

### Charanga Music for Reception: Everyone

Learn to sing nursery rhymes and action songs.



## Phonics/Literacy

**Phase 1 alongside,** Oral Blending, Segmenting and Alphabet Chant

**Phase 3:** zz, qu, ch, sh, th, ng, ai, ee

**Red words:** be, me, he, no, so, has, do, her, my, by

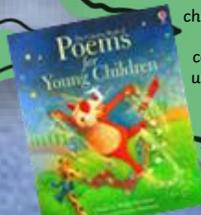
Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words; Spell words by identifying phonemes in them and representing them with graphemes

**Handwriting:** Handwriting Patterns, Write Dance, Dough Disco

**Writing:** Children will know: how to write their name; simple phrases and sentences that can be read themselves and sometimes others; write recognisable letters, mostly correctly formed;; use a five-finger pencil grip preferably two fingers and thumb; writing lists.

**Children will:** talk about events and characters in books and enjoy sharing their favourites; re-read books to build up confidence and fluency and support their understanding and enjoyment of reading. Story.

Children will enjoy books from our school reading spine pictured around this overview.



## Key Dates

**Monday 5<sup>th</sup> January:**

Start of Term 3

**Thursday 12<sup>th</sup> February:**

Last day of Term 3

**Friday 13<sup>th</sup> February:**

Staff development day

