

### Literacy

- Understanding that marks carry meaning
- Completing a rhyming string and matching words that rhyme
- Saying the initial sound of their name and other simple words e.g. mum and dad.
- Beginning to recognise taught graphemes
- Beginning to form single letter sounds.
- Beginning to orally blend CVC words.
- Retell familiar stories and events using some learnt phrases, repeated refrains and own words.

### Communication and Language

- Engaging in back-and-forth conversations with peers and adults
- Using a range of vocabulary in different contexts
- Following two-step instructions
- Listening to stories and talking about the main events
- Contributing relevant comments to discussions and conversations
- Using words and language to communicate needs and wants
- Talking about people, places and objects that are special to me
- Learning basic sign along actions for good morning and good afternoon

### Maths

- Subitising and dice patterns: the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count
- Exploring and using 5 frames
- Learning how to represent numbers using: Fingers, Numicon, pictures and moveable objects.
- Comparing and ordering using the language 'more' and 'fewer'
- Oral counting forwards 1-20 and back 10-0
- Counting sets of objects 1-5
- Matching, sorting and continuing a pattern.

### Personal, Social, Emotional, Development

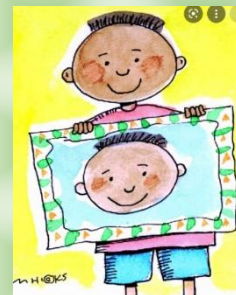
- Knowing special things about myself
- Knowing my school is Colebrook Infant Academy, I am in the 'Owls' or 'Hedgehogs' class and we are a school family.
- Knowing the members of my immediate family and my relationship to them.
- Knowing everybody's family is different and special.
- Talking about my feelings; happy, sad, angry, scared.
- Knowing there are rules in school that I need to follow.
- Knowing that hands can be used kindly and unkindly
- Understanding that being kind is good
- Understanding that I have the right to learn and play safely and happily
- Helping others feel welcome
- Helping to make our school a safer place
- Understanding how to care for others
- Becoming familiar with school routines.

### Understanding of the World

- Confidently talking about the world around them and people and places that are familiar to them
- Talking in detail about their family, identifying some of the relationships within their family and recognising the differences between themselves and others now and as baby
- Developing an understanding of their immediate environment and features of their local area
- Knowing the name of the season and talking about the seasonal weather.

### Physical Development

- Stepping forwards, backwards and sideways.
- Step-hop on either foot.
- Balancing on each leg for 5 seconds.
- Improving coordination of both hands together to use a range of tools e.g. scissors and isolating fingers in readiness for a tripod grip.
- Developing fine and gross motor control through 'Dough Disco', 'Wafting' and 'Noodle Drumming'



### Expressive Arts

- Holding a range of tools to mark make.
- Holding tools with a comfortable grip to have increasing control over mark making.
- Exploring line and form to create enclosed spaces.
- Drawing faces with recognisable features.
- Learning a variety of nursery rhymes and poems from 'The Poetry Basket'
- Beginning to keep the pulse of a piece of music
- Singing along to a backing track
- Learning and performing Harvest songs
- Making self-portraits using different media

# Term 1 2025 All About EYFS Me! Owls and Hedgehogs