

FS2 Term 3a	What will I be learning about during this unit?	What new vocabulary will I learn during this unit of work?	Where will my learning go next?
<p>Topic Theme</p> <p>Communication and Language</p>	<p>Farmyard Fun! Farmyard Hullabaloo What the Ladybird heard Farmer Duck Little Red Hen</p>		
	<p>Communication and language is at the heart of all that we do. Central to this is daily sharing of stories and rhymes and the development and enrichment of vocabulary both planned through topic work and spontaneously as we work and play together. Children can be at very different stages in their understanding and use of language and we aim to tailor our provision to meet their needs whatever their starting point through skilful modelling and scaffolding. This term our focus will be around</p> <p>Listening skills in large and small groups Longer stories Non fiction texts to gather information Confidence in expressing ideas, opinions and explanations using new vocabulary (including story language) spontaneously in longer phrases and full sentences Extended conversations with peers and familiar or unfamiliar adults</p>		<p>Children will have the confidence to express needs, feelings and opinions in new situations with unfamiliar adults They will continue to develop their skills to become clear and articulate speakers They will continue to develop a life- long love of books by hearing and reading a variety of quality fiction and non fiction texts</p>
<p>Personal, Social and Emotional Development</p>	<p>Making relationships Being a good friend - understanding needs of others Including Jigsaw Sum 1 Piece 1, 2 & 6</p> <p>Self-regulation Understanding own needs and how to express them Including Jigsaw Sum 1 Piece 3, 4 &5</p>	<p>Making relationships Family, relationships, friendship, together, share, kind</p> <p>Self-Regulation Argument, resolve, resolution, bullying, calm, emotions, feelings</p>	<p>Children will continue develop an understanding of important relationships. They will develop a clear understanding of friendship and how to be a kind friend.</p>
<p>Physical Development</p>	<p>Fine Motor Hold a pencil effectively in preparation for fluent writing using the tripod grip. Use a range of small tools effectively. Begin to show care and accuracy when drawing through</p> <p>Pencil control Children will practise correct number and letter formation. Correct pencil grip and formation</p>	<p>Fine motor Formation, number, letter, grip</p>	

	<p>will be modelled by all adults in the setting.</p> <p>Writing and mark making with a variety of tools and materials eg paintbrushes/sticks in salt/sand, Opportunities to practice scissor skills and painting in adult led and child initiated activities</p> <p>SODA/After Dinner sessions</p> <p>Whiteboards and pens to practise letter/number formation and name writing</p> <p>Pen disco</p> <p>Tummy time</p> <p>Independent writing books to develop resilience</p> <p>Gross motor</p> <p>Confidently and safely use a range of small apparatus alone and in a group. Further refine and develop a range of ball skills working with competence and accurate PE games skills – see scheme</p> <p>Children will have a range of opportunities to develop ball skills during outdoor sessions in FS area and on the playground</p> <p>Provide opportunities during outdoor play with soft play equipment, A frames and stepping stones, large and small loose parts play to negotiate space and obstacles safely with consideration for self and others</p>	<p>PE</p> <p>Balance, travel, movement, sequence, shape</p>	
<p>Literacy</p>	<p>Daily stories and rhymes and time to talk about them (see Language and Communication)</p> <p>Reading books matched to stage of phonological development</p> <p>RWI set 1 and 2 sounds more able start on set 3</p> <p>Oral blending and reading cvc words, captions and sentences</p> <p>Segmenting for spelling and writing cvc words, captions and sentences</p> <p>Mark making and writing for a purpose across the curriculum</p> <p>Full stops and capital letters</p> <p>Letter formation</p>	<p>sound</p> <p>read</p> <p>write</p> <p>page</p> <p>word</p> <p>finger space</p> <p>sentence</p> <p>full stop</p> <p>capital letter</p>	

<p>Maths</p>	<p>White Rose Maths units To 20 and beyond First then now</p>	<p>first then now add subtract take away plus</p>	
<p>Understanding the World</p>	<p>People culture and communities Maps (of farms – link to What the ladybird heard) Describe their own environment in contrast to this Talk about different jobs that people do on the farm Recognise that people have different beliefs and celebrate special times in different ways Festivals this half term linked to children’s communities Natural World Recognise that environments are different from the one in which they live Know some similarities and differences between a farm and where they live Explore the natural world around them Animals that live on farm Understand important processes and changes in the natural world Life cycles – hatching chicks Past and present Different jobs on the farm Stories and photos video clips of different farm machinery past and present Compare and contrast Ongoing stories set in the past and books about important historical figures</p>	<p>Vehicle, transport, travel, destination, journey, similar, different, old, new, past, present Direction, plan, map, route</p>	
<p>Expressive arts and design</p>	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done. Transport pictures – combing paint, collage, print using shapes Maps – adding details in drawings Printing with real bike tyres 3d vehicles Use of split pins for transport art Train songs Movement - like a train Small world play- transport focus – garages, trains buses</p>		

	<p>Use different materials and techniques to make pictures/models of animals focusing on collage skills Create pictures to express ideas and feelings and combine different techniques and materials to do this Return to and build on their previous learning, refining ideas and developing ability to represent them. Collage farm animals – curling for sheep wool, scrunching for pigs , layering and fringing for chicks/hens Circles and lines paint practice for duck/chick paintings Homes for farm animals using recycled materials</p> <p>Develop a repertoire of songs and increasingly match the pitch and melody Farm songs</p> <p>Movement – farm animal dances</p> <p>Small world play to develop narratives farmyards, animal hospital, polar animals</p> <p>Music clap, play and create simple rhythmic patterns</p>		
Enrichment	<p>Hatching chicks</p> <p>Trip to the farm</p>		