

Literacy/Phonics

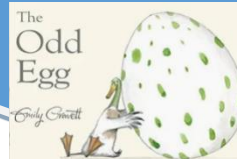
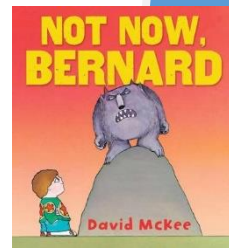
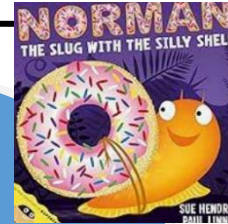
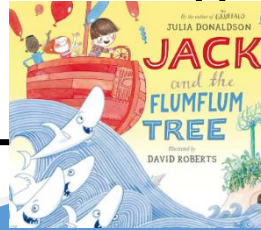
Phase 3: Review ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, er, air
Words with double letters
Longer words with two or more digraphs
Longer words ending in -ing
Compound words
Longer words with s in the middle /z/, /s/
Words ending -s
Words ending with -es at end /z/
Tricky words: Review all taught so far and secure spelling

Drawing Club: Through shared stories, children will learn to express ideas visually and in simple sentences. These sessions support fine motor development, early literacy, and creativity, helping children build confidence as they begin to communicate meaning through both pictures and written language. This term, the children will be focusing on building sentences and phrases.

Handwriting: l, i, t, j, u and y

Mathematics – White Rose

Finding/Exploring Doubles
Combining two groups
Building 9&10
Comparing numbers to 10
Bonds to 10
3D shapes
Pattern



Year R Term 4 'Helping Hands'

Communication and Language

Children will listen to stories, instructions, and peers attentively.
Children will understand and respect others' contributions.
They will use language to share feelings, experiences and events They will take turns when speaking in a group or during play and learn and use new words taught in the provision and through whole class work
They will begin to show confidence when speaking in a group and will ask simple questions to find out more
Children will know and use vocabulary linked to our learning theme 'Helping Hands'

PSED

Relationships

Children will learn about themselves and others by exploring families, friendships, and the different ways people connect, communicate, and care for one another.

They will develop the skills to build strong friendships, resolve conflicts, recognise and respond to unkind behaviour and work towards being the kindest and most supportive friends they can be. Children will also recognise and understand how members of our community help us.

Expressive Arts and Design

Children will know what junk modelling is and how they can use different glues and tapes to join and create.
They will plan and design models linked to our topic work on our local environment.

Music

Children will learn that instruments make sounds in different ways (shake, tap, scrape)
They will learn that different instruments make different sounds and that sounds can be long or short

Understanding the World

Children will begin to describe routes using simple instructions
They will begin to recognise and use simple maps of the school
They will use models and small world play to represent familiar places in their local environment (e.g. school, home, the supermarket, the library)
They will make observations about similarities and differences in the local environment
They will use developing geographical vocabulary (place, road, river, map)
Children will listen to stories about the past and talk about how things used to be different
They will identify simple changes in everyday life (technology, transport) and ask questions about objects or pictures from the past
They will begin to recognise some differences between past and present lives

Sparkling Start!
Interviews with our school family members
Marvellous Middle!
A trip to the local library
Fabulous Finish!
Easter Egg Hunt!



Physical Development

Swimming

Gross Motor Skills: Speed, Agility and Travel

Children will demonstrate agility in a variety of games
They will recognise and follow instructions They will experiment with different starting and stopping positions and perform fast and slow movements
They will learn how to control and stop actions

Fine Motor Skills:

Children will write letters and simple words legibly, complete craft projects independently and use small tools and utensils effectively