

## Personal, Social and Emotional

### Education

Identifying and discussing own feelings (link to the Colour Monster story).  
Asking if they can join others in their play.  
Working as part of a team (sharing their own ideas and plans in groups).  
Looking after property.  
Thinking of the interests and opinions of others.  
Thinking of other children's feelings.  
Waiting for your turn.

## Communication and Language

Listening and responding to instructions.  
Listening to and joining in with stories (e.g. finishing rhyming lines in books).  
Taking on a character in a role-play.  
Discussing stories we've shared - talking about characters, story settings, interesting vocabulary, basic plot. And thinking of ways to change them.  
Thinking of and asking simple questions.  
Exploring the sounds and meanings of new words.  
Listening to the ideas of others and thinking of their own ideas (planning how to build an igloo).  
Sharing your ideas with others.

## Literacy Development

### Reading

Continuation of Phonics Programme - *Letters and Sounds*.  
Fostering a love of books. Story books (*Talk 4 Writing*) - 'Polar bear, polar bear what can you hear?', 'The Snowman'  
Non-fiction books about seasons, climates, arctic and Antarctica.  
Individual reading (both scheme and class library books);  
Guided (group) reading.

### Writing

Mark making in variety of materials.  
Developmental writing - e.g. writing in role-play areas.  
Writing letters of the alphabet in cursive script.  
Writing simple words and captions.  
Progression to sentence writing.

## Physical Development

*Developing gross motor skills* - climbing frame, large balls, beanbags, hoops, large-scale mark-making (e.g. using chalks on playground).  
Moving around, over and through objects (exploration during PE lessons).  
Use of bikes and scooters.  
*Developing fine motor skills* - access to drawing, painting, writing and craft materials. Using scissors. Playing with e.g. Lego, beads, puzzles. Finger gym group work.  
*Health and self-care* -  
Using cutlery at lunchtimes.  
Observing the effect of exercise on our bodies.  
Hygiene in relation to cooking.  
Safety in relation to clothing and equipment for cold weather.  
Good practises in regards to hygiene (healthy diets).

# Frozen

## Early Years Foundation Stage

### Curriculum Overview

(First half of Spring Term 2018)



## Mathematical Development

*Number* - Reciting the number sequence to 20 and beyond.  
Adding and subtracting objects from a group.  
Sequencing numbers beyond 10.  
Counting things accurately  
Comparing groups of objects (finding the total of two groups).  
Looking at finding one more and one less than a given number.  
*Shape, Space and Measure* -  
Using scales/measuring jugs when cooking.  
Handling money (through role-play activities).  
Using the language of time (by using the class calendar daily).  
Exploration of and describing 2D shapes.  
Using positional language (e.g. behind, next to, in front of, etc.).

## Understanding the World

Using technology - class i-pad, interactive whiteboard, CD player, camera, laptop.  
Using the paint programme on the laptop.  
Knowing that different people have different traditions (thinking of celebrations of different religions and looking at traditions and customs around the world).  
Thinking about others and how people vary around the world.  
Changes in the seasons.

## Characteristics of Effective Learning

*We will be encouraging the children to:*

*Keep on trying!*

*Make links in their learning.*

*Have their own ideas.*

## Expressive Arts and Design

Exploring different media and materials - e.g. cotton wool and model making.  
Being imaginative - e.g. changing characters or settings in stories.  
Role-play activities (Elsa's castle, ice factory, etc.).  
Creating movement in response to music and exploring the sounds of different instruments.  
Selecting tools for a purpose and process.  
Adapting creations to make improvements.  
Work as a group to act out a narrative.  
Singing songs and exploring rhythm through singing songs from the film.

