

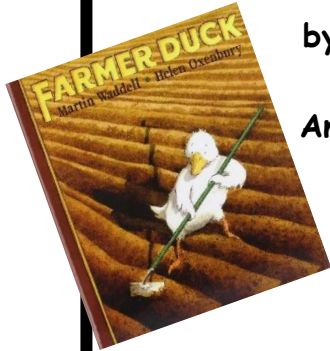
St. Paul's Infant School

EYFS Term 4

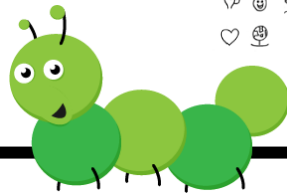
"Animals"

Farmer Duck
by Martin Waddell

Animal non-fiction



non-fiction



What can you do at home?

Can you use some junk modelling to create an animal you may find in the zoo, at the farm, or from the past?

Can you use your Numicon to show number bonds for 10?
Can you use your Numicon to find 1 more and 1 less than an amount?

What is your favourite animal? Can you find out some key facts and create a poster about them? You might include what they look like, where they live, what they eat etc.

Can you visit the library to borrow some books about your favourite animals?

What animals can you see when you're out and about? Can you keep track of them using a tally?

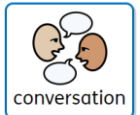
Communication and Language

I can enjoy being part of a conversation and can use new vocabulary in context.

I can articulate my ideas and thoughts in well-formed sentences.

I can listen to and use knowledge learnt from non-fiction texts in relevant discussions.

I can describe events in detail.



conversation



describe



fact

Personal, Social and Emotional Development

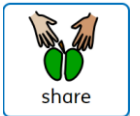
I can take turns in group activities and share ideas.

I know some ways to keep healthy.

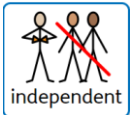
I can be confident in trying new activities and show independence and resilience.

I can identify how others feel and respond appropriately.

I can respond to more complex instructions in smaller groups.



share



independent



healthy

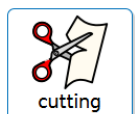
Physical Development

I can use scissors to cut around more complex shapes.

I can write most lower-case letters correctly, using a comfortable grip.

I can confidently and safely use a range of large and small apparatus outside, alone and in a group.

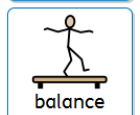
I can develop overall body-strength, balance, co-ordination and agility.



cutting



safety



balance

Literacy

I can identify non-fiction texts, remembering facts.

I can use new vocabulary learnt from non-fiction.

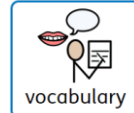
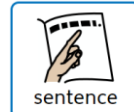
I can read some **red** words (tricky words), matched to my RWI level.

I can read simple phrases containing sounds taught.

I can start to write short sentences.

I can read my writing back to an adult to make sure it makes sense.

I can spell some **red** words (tricky words).



Maths

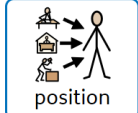
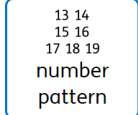
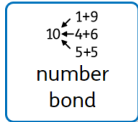
I can recall some double facts to 10.

I can automatically recall number bonds for 0-5 and some to 10.

I can start to recognise the pattern of the counting system and begin to count beyond 10.

I can understand and use positional language.

I can recognise that a shape can have other shapes within it (composing and decomposing) just like numbers can.



Understanding the World

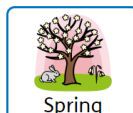
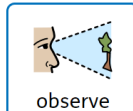
I can observe, draw and describe features of animals.

I can recognise how animals are different or similar.

I can talk about significant historical events and how things were different in the past.

I can understand the effects of the changing seasons.

I can recognise that people have different beliefs and celebrate special times in different ways.



Expressive Arts and Design

I can sing in a group or on my own increasingly matching the pitch and following the melody.

I can develop storylines in my pretend play.

I am beginning to plan a design before starting.

I can use a range of tools and equipment, selecting the most appropriate tool for the job.

I can use a range of shapes and colours to represent real life objects.

