

Opposites

EYFS SPRING 2018



Areas of Learning

Communication and Language: Opposites through stories and rhyme eg Jack and the Beanstalk, Goldilocks and the 3 Bears. Varied weather words, theme words,

Physical Development: Using our hands, using our playground, mark making and scissors, making models, ball skills and gymnastics. Opposites in movement such as high/low, narrow/wide, fast/slow

Personal Social and Emotional Development: Making friends and being friendly, working together, have a go & keep trying, becoming more independent, working on a challenge, keeping safe and feeling safe

Literacy: Information books about opposites tall/short buildings, hot/cold countrys, adventure stories, writing names/writing development, Phase 3 Phonics

Mathematics: Counting rhymes and songs, daily rhythms of date/register, measuring size, weight, time, shapes and their properties

Understanding the World: Season of Winter and Spring, where people live, different countries, opposite climates-hot/cold. Investigate changes in materials-soft/hard, rough/smooth, float/sink

Expressive Arts and Design: Making/creating models big and small, narrow/wide. Cooking-observing ingredients changing-solid/melting-describe changes

ENVIRONMENT

As environmentalists, we will:

Get to know winter and spring, look after our playground environment, and learn about weather.

GLOBAL & LOCAL COMMUNITY

In our awareness of our global and local communities, we will:

Learn about places we travel to, places our family live, try food from other places, learn about Chinese New Year.

SPIRITUAL & MORAL DEVELOPMENT

As spiritually & morally aware learners, we will: use teamwork to accomplish our goals

Seal topic: Going for Goals and Protective behaviours

RE Focus: belonging to families and groups, the story of Easter

CREATIVE ENDEAVOUR

As learners with creative endeavour we will:

Help create our role play areas based on stories with opposites.

Explore textures and collage from the environment and how they are different and similar.