

Seasides

Term 6: Murphy Class

YR (EYFS)-2026



Physical Development:

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills: (with our Sports Coach)

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Vocabulary:

Village

Town

City

Countryside

UK

World

Human and physical features

Seaside

Coast



Please remember:

- ❖ Bring your **Reading books** to school every day. They will be changed on a Friday.
- ❖ Library books will be changed every **Friday**.
- ❖ PE kits need to be worn to school on **Mondays and Fridays**.
- ❖ Apply **suncream** at home - **sunhats** and **water bottles** must be brought to school **every day**.



Communication and Language:

- Listen attentively and ask relevant questions.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions.
- Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems.
- Express their ideas and feelings about their experiences using full sentences.

PSED:

- **SCARF learning** - life cycles (animal and human) and our bodies (body parts and our senses)
- Show an understanding of their own feelings and those of others.
- Explain the reasons for rules, know right from wrong.
- Be able to dress themselves and use the toilet on their own.
- Work and play cooperatively and take turns.

Literacy:

(activities will be linked to our topic 😊)



- Reading and understanding simple sentences (using phonics - blending)
- Children will be able to read some common tricky words, too - phases 2, 3 and 4.
- Talking about what they have read to demonstrate understanding.
- Most children should be writing phase 2 and 3 words correctly, with some children writing phase 4 words, too.
- When writing new words, children will use the sounds they know e.g. to spell 'mummy' the children may sound out 'm-u-m-ee' (this is phonetically plausible).
- Listening to **stories** and writing our own.
- **Labelling** body parts
- Writing **captions and sentences** about my body / seascapes.
- Drawing Club: writing words and sentences

Understanding the World:

- Name body parts and senses.
- Know about places in the world.
- Know about seascapes.
- Using Google Earth and other maps.
- Know about the season of summer and sun safety.
- Using age-appropriate ICT: (Beebots/Purple Mash).

Expressive Arts and Design:

- Learning more songs (Singing Practice, including signing- Makaton)
- Sing Up! music scheme
- Designing and making a fruit kebab
- Acting out familiar stories (using our puppets!).
- Drawing a self-portrait - use pastels



Mathematics:

Mastering Number:

- Have a deep **understanding of number to 10**, including the composition of each number.
- **Subitise** (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) **number bonds up to 5** (including subtraction facts) and some number bonds to 10, including double facts.
- **Verbally count beyond 20** (say the number names).
- Use positional language (above, below, next)
- Explore and represent patterns within numbers up to 10, including **evens and odds, double facts** and how quantities can be distributed equally (**grouping**)



Characteristics of Effective Learning: Playing and Exploring

Children investigate and experience things and 'have a go'.

Characteristics of Effective Learning: Active Learning

Children concentrate and keep on trying if they encounter difficulties, they enjoy achievements.

Characteristics of Effective Learning: Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.