


EYFS Term 1 Learning Web 2025

<p>Mathematics</p> <ul style="list-style-type: none"> ● perceptually subitise within 3 ● identify sub-groups in larger arrangements ● create their own patterns for numbers within 4 ● practise using their fingers to represent quantities which they can subitise ● experience subitising in a range of contexts, including temporal patterns made by sounds. ● have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting ● understand that sets can be compared according to a range of attributes, including by their numerosity ● use the language of comparison, including 'more than' and 'fewer than' ● compare sets 'just by looking'. 	<p>Understanding the World</p> <ul style="list-style-type: none"> ● Comparing homes in the UK with other countries ● Learning about seasonal changes ● Looking at toys from the past and comparing with toys of today ● Being able to explain how humans change as they get older ● Learning about how Diwali is celebrated and why ● Finding out about the roles different people have in our community ● Learning about parts of our body and our senses ● To find and sort natural resources found in our school environment 	<p>Literacy</p> <ul style="list-style-type: none"> ● Daily phonics/reading ● Decoding, encoding and blending ● Sharing favourite books and stories ● Daily poem ● Drawing Club when appropriate
<p>Cultural capital experiences:</p> <ul style="list-style-type: none"> ● Visiting parents sharing experiences of hobbies and careers ● Visiting the library ● Autumn walks ● Museum loan box of old wooden toys ● Harvest festival visit to church 	<p align="center">Marvellous Me</p> 	<p>Physical Development</p> <ul style="list-style-type: none"> ● Daily opportunities to develop gross/fine motor skills ● Use of big bikes ● Use of climbing frame
<p>Key texts:</p> <ul style="list-style-type: none"> ● Only one me, Whiffy Wilson, Sulwa, Cinnamon, Funnybones, The Five Senses 	<p>Expressive Arts</p> <ul style="list-style-type: none"> ● Mark making/self-portraits/observational drawings using various media ● Make up new words and actions about different emotions and feelings. ● Explore making sound with their voices and percussion instruments to create different feelings and moods. ● Sing with a sense of pitch, following the shape of the melody with their voices. ● Mark the beat of the song with actions. 	

