

St. Paul's Infant School

EYFS Term 5

# "Our Wonderful World"

Incredible Rainforests by Kay Barnham

One day on our blue planet  
in the rainforest by Ella Bailey

The Odd Fish by Naomi Jones

## What can you do at home?

What did you learn at school today? What did you plan and do in your learning time? Can you tell your grown-ups about it?

Can you think of ways to show respect at home or while you are out in the local community? Please send us any 'respect' photos you take on dojo!

Can you practise your ball skills at home or at the park?  
Can you throw and catch a scarf, bean bag, cuddly toy or ball? Can you use numerals to label how many times you can throw and catch a ball before dropping it? Repeat and compare your scores.

Can you look at a map of the world and talk about what you see and what you notice? What questions can you ask about the world?

## Communication and Language

I can use new vocabulary in different contexts.

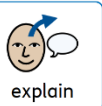
I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

I can make comments about what I have heard and ask questions to clarify my understanding.

I can describe some events in detail.

I can use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.

I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.



## Personal, Social and Emotional Development

I can explain the reasons for rules, know right from wrong and try to behave accordingly.

I can confidently try new activities and show independence, resilience and perseverance in the face of challenge.

I can work and play cooperatively and take turns with others.

I can show sensitivity to my own and others' needs.

I can talk about what respect is.

I can show respect for my own property.

I can show respect towards others.

I can show respect for the property of others.



## Physical Development

I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

I can begin to show accuracy and care when drawing.

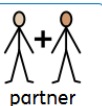
I can aim when throwing.

I can follow instructions and move safely when playing tagging games.

I can learn to play against a partner.

I can develop coordination.

I can explore striking a ball.



## Literacy

I can write a sentence.

I can retell stories using my own words and recently introduced vocabulary.

I can read up to 5 sound words including Set 1 special friends (sh, qu, th, ch, nk, ng, ll, ff, ss and ck).

I can read a few common exception words matched to the school's phonics scheme.

I can re-read books to build up confidence in word reading, fluency, understanding and enjoyment.

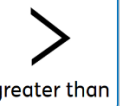
## Maths

I can form numbers to 10 accurately.

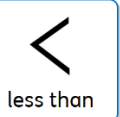
I can compare quantities using the vocabulary; greater than, less than and same/equal.



I can compare length, weight, and capacity.



I can recall number bonds to 5 (including subtraction facts) and some number bonds to 10.



I can talk about 3D shapes, describing the features I can see and feel.

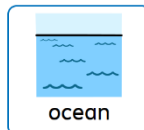
## Understanding the World

I can recognise some environments that are different from the one in which I live.

I can explore the natural world around me making observations and drawing pictures of animals and plants.

I can explain some similarities and differences about life in this country and other countries drawing information from maps.

I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.



## Expressive Arts and Design

I can sing a range of well-known nursery rhymes and songs.

I can perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

I can share my creations explaining the processes I have used.

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

