

**Garlinge Primary School and Nursery**  
**Termly Overview**  
**Term 6**

All applies to Article 3, 12, 13, 15, 28 and 31

**Personal, Social and Emotional  
Development Article 15**

- To be able to share ideas
- To be able to select own resources for play
- To be able to work as part of a group
- To explore their own and others feelings

**Literacy Article 13**

- Little Wandle Foundations for Phonics
- To develop initial pre-handwriting skills
- To explore rhyme (Rhyme Time) including syllables
- To explore initial sounds
- To orally blend
- To develop an understanding of concepts of print
- To make marks to stand for their name/To write some or all of their name

**Expressive Arts and Design**

- To use different materials to build and construct, such as clay, ModRoc, Paper Mache, playdoh and natural materials etc.
- To be able to sing songs from memory
- To begin to create their own songs
- To begin to play instruments with control
- To begin to draw with increasing complexity

**Around the World in 80 days**

*Katie in London*

*Meerkat Mail*

*Around the World in 80 days*

*Bringing the rain to Kapiti Plain*

**Communication and Language**

- To develop listening and attention skills - listening to others and sharing ideas
- To follow two-part instructions
- To answer 'how' and 'why' questions
- To develop answers to questions
- To use talk to organise themselves and peers
- To develop vocabulary

**Mathematics**

White Rose Units

Counting 5 - Show me 5 (sing rhymes to 5, move props to and back from 5, who fingers to 5, count 5 objects with 1:1 correspondence, match numerals to quantities)

Pattern 6 - My own pattern (continue AB patterns, create own AB patterns, notice errors in patterns, build constructions with simple enclosures, copy simple repeated constructions, begin to sequence events)

Counting 6 - Stop at 1,2,3,4, 5 (Count out 5 objects from a bigger group, explore counting to 5 in different ways, verbally count to a given number, label objects with numerals, interpedently show 5 fingers, begin to make marks to represent quantities)

Comparison 3 - Match, sort, compare (To compare up to 5 different objects, compare by matching, make the same set by matching, match by type, recognise attributes of objects, begin to sort some obejcts to a type)

**Understanding the World**

- To explore properties of materials
- To be able to talk about what they observe
- To explore different countries
- To develop positive attitudes about difference
- To be able to talk about different habitats
- To explore different forces

**Physical Development**

- To develop letter formation
- To develop a comfortable pencil grip
- To develop pattern copying skills
- To promote oral health
- To development fundamental skills
- To use one-handed tools and equipment
- To negotiate space successfully and carefully - Sports Day
- To control movements- fine and gross motor skills
- Dough Disco