

Term 1 AUTUMN PSHE FOCUS: DO YOU WANT TO BE MY FRIEND? LITERACY FOCUS: WILL YOU READ ME A STORY?

AREAS OF LEARNING	Week 1-10/9	Week 2-17/9	Week 3-24/9	Week 4-1/10	Week 5-8/10	Week 6-15/10
<p>Communication and language</p> <p>ONGOING- Rhyme time Sound walks Circle time Show and tell</p>	<p>LOST AND FOUND</p> <p>Discuss why friends are important and how to be a good friend.</p> <p>Establish good listening rules.</p> <p>Give and follow instructions in groups and with partners</p> <p>Ask and answer questions in groups and with partners.</p>	<p>HAVE YOU FILLED A BUCKET TODAY?</p> <p>Discuss 'Who am I? Who are my special people?'</p> <p>Meet different people in school and learn about their roles.</p> <p>Establish good behaviour rules. Understand traffic light system –'it's good to be green!'</p> <p>Show and Tell – What is special to me?</p>	<p>PEOPLE WHO HELP US</p> <p>Watch video about emergency services and talk about the roles of police, ambulance etc. Link to own experiences. Talk to people in school such as cook and cleaner.</p> <p>Explore rules for behaviour in different places – library, hospital, park etc.</p> <p>How do we keep safe?</p>	<p>ENEMY PIE!</p> <p>Continue to explore the theme of friendship. Think about similarities and differences between ourselves and others. How do we get on with each other when we disagree? Talk about sharing and compromise.</p>	<p>THE LION AND THE MOUSE</p> <p>Am I like the lion or the mouse? Think of words to describe ourselves.</p> <p>Describe each other's appearance and guess who is being described.</p>	<p>COLIN AND LEE, CARROT AND PEA</p> <p>Explore rhymes – recite them out loud Create new rhymes</p>
Physical development	<p>Finding space and following instructions during PE in hall. Musical statues/Marching bands Parachute play/Team games Sound/shape/season walks Zip it! - Play with dressing up and doll's clothes / Change for PE Establish snack time rules – make healthy choices at snack time Explore circles and Spirals Explore straight lines- horizontal and vertical Explore wavy lines and curves Explore how to retrace vertical lines Explore diagonals and zig-zags Explore clockwise and anti-clockwise</p>					
<p>Personal, social and emotional development</p> <p>ONGOING – assessment of well-being and involvement/characteristics of effective learning</p> <p>Celebrate birthdays/family & community events</p>	<p>Think about feelings – make a mood board and encourage children to name and describe how they feel each day.</p>	<p>Share our experiences of home and families. Make a display of photos and paintings. Welcome visitors to our OPEN AFTERNOON.</p>	<p>Think about our responsibilities at school. What jobs can children do to help keep classroom tidy and safe?</p>	<p>Think about behaviour towards other people. How do we resolve conflict using kind words and gentle hands?</p>	<p>Think about fears and worries and how to overcome them. Who can help?</p>	<p>Share own experiences of celebrations such as birthdays, weddings, naming ceremonies. Learn about Harvest.</p>

<p>Literacy – Names & labels/rhythm & rhyme/Once upon a time</p> <p>Phase 1 letters and sounds</p> <p>Listening/sound walks</p> <p>Storytime - Read traditional tales: Jack and the Beanstalk Goldilocks Sleeping Beauty The Elves and the Shoemaker The Enormous Turnip The Gingerbread Man The Three Pigs The Princess and the Pea Hansel and Gretel</p>	<p>Power of reading Text: My Very First Mother Goose – Iona Opie/Rosemary Wells</p> <p>Make a good friend checklist. Make friendship cards and hang them from the friendship tree. Make a friendship stop for outside area.</p>	<p>Compose messages to help remind us about behaviour. Refer to our ‘Good to be green’ board throughout the day.</p> <p>Display photos and paintings of loved ones with their name labels.</p> <p>Make cards and letters and write caring messages to our special people.</p>	<p>Refer to our rota daily for jobs.</p> <p>Make lists for various purposes.</p> <p>Look at menus and recipe books. Read recipes and sequence instructions when cooking</p> <p>Read a variety of non-fiction texts about people who help us</p>	<p>Power of reading text: Oh NO, George!</p> <p>Explore speech bubbles and captions in our story books.</p> <p>Make our own speech bubbles to accompany our portraits – I am Write our names using capital letter at the beginning.</p> <p>Explore alphabetical order and look at capital and lower case letters.</p>	<p>Make a collection of descriptive words and phrases.</p> <p>Make passports showing personal information/likes and dislikes</p>	<p>Make invitation for the Harvest gathering.</p>
<p>Maths ONGOING – number rhymes and stories</p>	<p>One or lots – recognise small amounts without counting (1,2,3,4) Estimate larger amounts and count accurately within the range 1-10 Understand zero as nothing/none.</p> <p>Understand positional and directional vocabulary – link to following instructions.</p>	<p>Add 1 more/take 1 away-How many? Explore capacity – fill buckets and other containers – compare and order</p> <p>Make number labels and place in order.</p> <p>Explore shapes that can be made with straight lines.</p>	<p>12345, once I caught a fish alive! Count accurately when collecting different amounts.</p> <p>Explore sharing, by dividing things amongst our friends.</p> <p>Learn number formation songs – recognise numbers to 10. Play pairs and bingo</p>	<p>Songs and stories about number 2 and 3.</p> <p>Explore shapes with curves.</p> <p>Explore pattern – make repeating patterns</p> <p>Explore shape in letters and numbers – which have straight lines, curves etc?</p>	<p>What is 4? Explore pairs and doubles using cards, dice and dominoes.</p> <p>Compare hand and footprints. Measure height, lengths and widths.</p> <p>Collect data about children’s likes and dislikes. Display pictorially.</p>	<p>What is 5? Count our fingers on one/both hands. How many altogether?</p> <p>Sing number rhymes and use various props to add and take away to make 5.</p>

<p>Understanding the world</p> <p>ONGOING - Use computers and whiteboards, I-pads and printers. Use cameras to take photos of each other. Use talking tins. Play with toys that have sound effects Audio stories</p>	<p>Become familiar with each other and with the learning environment – classroom/hall and outside space. Use technology to enhance learning across the curriculum – Watch DVD version of Lost and Found.</p>	<p>Become familiar with the wider school community. Think about the places in which we live. Talk about our journeys to school.</p>	<p>Look for shapes in the environment. Become familiar with the area just beyond the school gates. Learn about the different places in which people work.</p>	<p>Look at non-fiction books – children like me and learn about children around the world. Explore maps, atlases and globes.</p>	<p>Harvest - Explore fruit and vegetables. Learn about their country of origin and how they are used. Compare appearance and flavours.</p>	<p>Harvest gathering. Invite people to share. Make and print invitations.</p>
<p>Expressive arts and design</p> <p>ONGOING-musical wall Action songs Explore different kinds of music and respond through art or movement</p>	<p>Daily routine songs Action songs/signing Explore musical instruments – how we use them Make musical patterns Make and decorate name cards.</p>	<p>Explore the work of artists such as Matisse, Kandinsky and Mondrian – line and shape pictures Explore the primary colours and learn how to mix them Make paper plate faces</p>	<p>Role play/small world play – emergency services - seeking help – giving first aid Make playdough shapes and decorate to give as thank you gifts for special people</p>	<p>Explore digital photos and think about the images created. Take our own photos and add backgrounds with various tools and techniques. Draw and paint portraits</p>	<p>Explore colour, pattern and shape in animals. Use painting and collage to make farm animal pictures. (link to Harvest)</p>	<p>Hand print pictures – use imagination to turn them into something else</p>