



**ROBINS Term 1 AUTUMN**

**PROJECT THEMES: ME AND MY COMMUNITY – This project supports children to settle in to school, learning new rules and routines, and making new friends. We learn about being kind, helpful and thoughtful at home and at school. We talk about our uniqueness and learn about the importance of family, school and the local community.**

AREAS OF LEARNING	Week 1 and 2 2-3/09 6/9 - 13/9	Week 3 20/09	Week 4 27/9	Week 5 4/10	Week 6 11/10	Week 7 18/10
<p>Communication and language</p> <p>ONGOING- Rhyme time Sound walks Circle time Show and tell</p> <p>Vocab focus – names and roles/animal words/objects and experiences/farms/homes/journeys to school</p>	<p>OUR SCHOOL COMMUNITY Settling in to the class – exploring the indoor and outdoor spaces – finding activities and experiences that the children enjoy – learning how to ask for help.</p> <p>Discuss why friends are important and how to be a good friend. Learn our golden rules.</p> <p>Explore areas of our learning environment – how to use equipment and tidy away</p> <p>Establish good listening rules through songs and collective activity</p>	<p>FRIENDSHIP AND FAMILIES/FIND A FRIEND Discuss ‘Who am I? Who are my special people?’</p> <p>Talk about our families and pets</p> <p>Establish good behaviour rules. Understand traffic light system – ‘it’s good to be green!’</p> <p>Share ‘Marvellous Me’ boards made at home and use them at school to find out about each other.</p> <p>Cooperative games and activities in the areas – support children to remember each other’s names</p>	<p>MY COMMUNITY Walks around school grounds - Explore rules for behaviour in different parts of the school</p> <p>How do we keep safe?</p> <p>Talk about our homes and where we live in relation to school. Who lives in your house? Who are your extended family/special people?</p>	<p>PEEPO Talk about being a baby and how we grow and change.</p> <p>Talk about animal babies – link to farm theme</p> <p>Think about similarities and differences between ourselves and others/between families and between animal species</p>	<p>Look for me, in this ABC</p> <p>Explore our names – names in our families (link to phase 1 phonics activities – clapping syllables and identifying initial sounds)</p> <p>DRAW ME A STAR – ERIC CARLE (link to shapes/Here we are text and Xmas star for card design)</p>	<p>THE LION AND THE MOUSE</p> <p>Describe the lion and the mouse – introduce tales toolkit symbol for characters</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>Copy different expressions – play Simon says – be happy, be sad etc Introduce wider range of vocab to describe feelings – surprised, shocked, brave, timid etc</p>
<p>Personal, social and emotional development</p> <p>ONGOING – assessment of well-being and involvement/characteristics of effective learning</p>	<p>Share our experiences of home and families. Make a display of photos. Marvellous ME boards to make at home</p>	<p>Think about behaviour towards other people. How do we resolve conflict using kind words and gentle hands?</p> <p>Friendship recipes</p>	<p>Think about our responsibilities at school. What jobs can children do to help keep classroom tidy and safe? Helping hands – what have you done today to make us feel proud?</p>	<p>Share baby photos and talk about babies in the family/baby mementoes etc</p>	<p>Think about feelings – make a mood board and encourage children to name and describe how they feel each day.</p>	<p>Share own experiences of celebrations such as birthdays, weddings, naming ceremonies. Learn about Harvest.</p>
Physical development	<p>Finding space and following instructions during PE in hall/outside. 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</p>				Dough gym	

Complete PE - Locomotion	Establish snack time rules – make healthy choices at snack time HANDWRITING    Explore circles and    Explore straight lines-    Explore wavy lines    Explore how to    Explore diagonals    Explore clockwise PATTERNS    Spirals    horizontal and vertical    and curves    retrace vertical lines    and zig-zags    and anti-clockwise					
<p>Literacy – Names &amp; labels/rhythm &amp; rhyme/Once upon a time</p> <p>Phase 1 letters and sounds – Floppy phonics stage 1 books</p> <p>Listening/sound walks</p> <p>Book browsing time daily – choose books to take home</p> <p>Storytime daily</p> <p>Books about friendship, homes and families, starting school, farms and harvest</p>	<p>Power of reading Text: My Very First Mother Goose – Iona Opie/Rosemary Wells</p> <p>Explore rhythm and rhyme in nursery rhymes</p> <p>Display photos and paintings of loved ones with their name labels.</p> <p>Make name labels for self-registration and trays/pegs</p> <p>Big books – our favourite nursery rhymes/Where’s Spot?</p> <p>Floppy phonics stage 1</p>	<p>Humpty Dumpty – rhyme and story – Little Lumpty</p> <p>Link to drawing circles and rectangles</p> <p>Big book - Harry and the dinosaurs go to school (PSED focus)</p> <p>Floppy’s Phonics stage 2 – intro satp over next 4 weeks</p>	<p>MAKE NAME CARDS TO TAKE HOME – capital letter at beginning</p> <p>Maths link – little 1</p> <p>Focus text – POR HANDA’S SURPRISE</p> <p>See POR plan</p> <p>Learn about king 1 and talk about more or less than Look around the environment and on our bodies for things we have only 1 of</p> <p>Explore lines and straight sides in shapes and pictures</p>	<p>Maths link - Little 2</p> <p>Big book - Polar bear, polar bear</p> <p>Focus on repeated phrases – using our senses</p> <p>Learn about Tommy Two. Explore shapes with curves.</p> <p>Explore pattern – make repeating patterns with 2 shapes or colours</p> <p>Play snap and pairs</p>	<p>Big book – look for me in this ABC – focus on names – and the alphabet – capital/lower case/alliteration</p> <p>Play with doubles using cards, dice and dominoes. Compare hand sizes – how many things can we hold in each hand?</p>	<p>LOST AND FOUND – explore emotion words</p> <p>Maths link – little 3</p> <p>Big book – The lion and the mouse (Focus on PSED) Story beginnings and endings – once upon a time, happily ever after</p> <p>Introduce Thelma three. Count our fingers on one/both hands. How many altogether?</p> <p>Explore stories of 3 such as Goldilocks, three little pigs, billy goats gruff etc</p>
<p>Maths ONGOING – number rhymes and stories</p> <p>TENTOWN 0 - 5 Subitising cards in different areas to show how many children in each area</p> <p>White Rose maths topics – getting to know you/just like me</p>	<p>Find numbers in the environment</p> <p>Understand zero as nothing/none. Explore empty and full in the zero pond – capacity equipment in water/sand area</p>	<p>Explore circles and ovals</p> <p>One or lots – recognise small amounts without counting (1,2,3,4) Estimate larger amounts and join in with counting</p>	<p>Learn about king 1 and talk about more or less than Look around the environment and on our bodies for things we have only 1 of</p> <p>Explore lines and straight sides in shapes and pictures</p>	<p>Learn about Tommy Two. Explore shapes with curves.</p> <p>Explore pattern – make repeating patterns with 2 shapes or colours</p> <p>Play snap and pairs</p>	<p>Play with doubles using cards, dice and dominoes. Compare hand sizes – how many things can we hold in each hand?</p>	<p>Introduce Thelma three. Count our fingers on one/both hands. How many altogether?</p> <p>Explore stories of 3 such as Goldilocks, three little pigs, billy goats gruff etc</p>

<p>Understanding the world</p> <p>ONGOING - Use smartboards, 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</p> <p>Name body parts through action songs</p>	<p>Become familiar with the wider school community.</p> <p>Think about the places in which we live. Talk about our journeys to school.</p> <p>Here we are - body parts – keeping healthy Our bodies – how many things on our body – 1 nose. 2 hands. 5 fingers etc</p>	<p>Think about different buildings that people live in – different kinds of animal homes (farm)</p>	<p>Look for shapes in the environment.</p>	<p>Learn about growth and change from baby to now – introduce idea of the past and the present and the future</p> <p>Here we are - constellations</p>	<p>Explore fruit and vegetables. Learn about their country of origin and how they are used. Compare appearance and flavours</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</p> <p>Make and decorate name cards.</p> <p>Beg/end of day Songs – hello song and tick tock song</p> <p>Heads, shoulders, knees and toes</p>	<p>Painting - Explore the primary colours and learn how to mix them</p> <p>Make paper plate faces</p> <p>Settling Songs – my hands upon my head/open, shut them Listening song</p> <p>1 finger, 1 thumb</p>	<p>Explore gloop and playdough</p> <p>Make large outline pictures of the children</p> <p>Parachute games – ring a roses</p> <p>THANK YOU SONG/tidy up SONG</p>	<p>Explore digital photos of children playing in the setting</p> <p>Draw and paint portraits</p>	<p>Explore colour, pattern and shape in animals. Use painting and collage to make farm animal pictures</p> <p>Twinkle twinkle little star Hey diddle diddle</p> <p>Paint a picture – night scene with star (xmas cards)</p>	<p>Hand painting – what happens when you hold hands with someone who has used a different colour Handprint pictures</p>