

Literacy

- Letters and sounds phonics programme recalling aspects of phase 1 and then introducing Phase Two activities.
- Sequencing Stories using props, pictures, puppets
- **My Mum and Dad Make Me Laugh** - Nick Sharratt- are all families the same?
- **Lucy Picture- Nicola Moon**
- **Funny Bones Alan & Janey Ahlberg**
- To listen to stories with sustained concentration and be able to recite repetitive phrases.
- To be able to identify the main characters and setting for stories.
- Continuous Provision throughout the setting for mark-making opportunities with a variety of tools and media .
- Make a class book of 'My Senses'
- Play a circle game, I hear with my little ear, something that rhymes with..
- Self- registration cards provide daily name writing practise.
- Draw around a child. Label different parts of the body
- Familiar Story books.

Communication and Language

Who lives in my house? Discuss that families are made up of different family members.

Continuous Enhanced Provision:

- Retelling stories, language development through role-play and small world play, recognising rhyming words,
- Guess the baby? Photos from home to play game and provide interactive display how can we tell who it is?

Expressive Art and Design

- Recall and learn a range of songs to do with the body/senses.
- Self-portraits with a focus on colour mixing and exploration to mix skin tone colours- do we all have the same colour skin tone?
- Role Play- Domestic Role Play Corner- with mark making tools and resources such as shopping list templates/ telephone messages
- Explore which parts of the body can be used to make sounds to accompany songs. Chn could clap, tap, click fingers, sniff, whistle, stamp, slap things, tap knees etc. Enc chn to explore how the sounds can be made louder, quieter, faster and slower.
- Finger painting with textured paint.
- Make musical instruments that sound different
- Modelling with different media
- 'Read **Peace at Last**. Write a group version with new sounds.

ICT

- Use digital cameras to take pictures of themselves/friends for observational activities
- Voice recorders and microphones to record voices/ noises for class games.
- Introduction to the computer suite and access to simple paint programs and tools to develop mouse control/fine motor control
- Look at fingerprints using the digital microscopes/ visualizer and observe how they are all different and unique.

E Safety-

Basic SCHOOL Internet Rules and Lee and Kim 1.

Magical Me What makes me, Me?

Our Magical Me topic will be planned using a lot of the Children's own ideas and interests. Added as and when ideas are suggested.

Class R Autumn 1

Maths

- Counting in real life contexts
- Investigate who has brothers and sisters data handling
- Singing number songs
- Use a variety of finger rhymes to reinforce numbers one to 5/10
- Compare feet sizes and use them as a non-standard measure for a variety of lengths.
- Play games to begin to develop understanding of estimation.
- Go on a treasure hunt in the outdoor area. Give chn a list of things to find or spot e.g. 3 stones, 1 feather, 5 leaves, 2 birds, 4 windows, 1 flower
- Count how many chn have each eye/hair colour in the class. Display the results as a pictogram/ bar chart.

Physical Development

- Introducing Busy Fingers activities to aid development of FMS
- Healthy Eating- via story
- Why is PE and exercise healthy/why do we warm up?
- Write Dance to develop gross/fine motor control
- Smelly play dough and other textures to explore (Cont/Prov)
- Practise writing names in shallow trays of dry and wet sand. Use fingers to make patterns and letter shapes.

PSED:

Circle times and small group activities to establish-

- How can we tell how other people are feeling?
- How do we feel about starting school?- Use stories such as Harry & the dinosaurs starts school
- Establishing class rules and getting to know each other
- Read: Owl Babies and act out using Owl masks. Use the story to talk about how the different characters are feeling.
- Talk about the way our faces can show how we are feeling. Ask chn to show sad, happy, sleepy, angry, frightened, excited faces.
- Talk about the importance of washing hands before eating. Encourage chn to become independent as part of daily routines. Invite 'School Health' in to explore hand washing.

UOW

- **Through stories** talk about skeletons and how they support our bodies. (Funny Bones)
- Focus on the senses with continuous provision activities that will ask questions-
- How do we touch and how do we use it? Investigate which part of the body is most sensitive to touch.
- How do we hear and what do we use it for? Sound walks.
- How do we see and what do we use it for?
- What parts of the body are important for exploring our sense of smell and taste?
- Investigate all the different actions that we can do with our bodies.
- Explore how we can actively change the texture of different items and substances
- Make telephones using 2 plastic cups & a length of string pulled taut. What happens if the sting is not stretched?
- Taste testing of a variety of fruits and raw vegetables.

How to help at home

Provide baby photographs to stimulate discussion
Share stories and talk about them

Complete a simple family tree .

Practise letter phonemes and letter formation/ writing name.

Practise counting in everyday contexts- how many knives and forks do we need how many is that all together? etc

Communication and Language. Magical Me.T1

LA- To listen to others one to one or in small groups, when conversation interests them.

To listen to stories with increasing attention and recall.

To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.

U-To understand use of objects (e.g. "What do we use to cut things?")

To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

To respond to simple instructions, e.g. to get or put away an object.

.S To begin to use more complex sentences to link thoughts (e.g. *using and, because*).

To retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

To use a range of tenses (e.g. *play, playing, will play, played*).

To use intonation, rhythm and phrasing to make the meaning clear to others.

To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences.

To use talk in pretending that objects stand for something else in play, e.g. "This box is my castle."

Personal Social and Emotional Development

MR

To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

To begin to initiate play, offering cues to peers to join them.

To keep play going by responding to what others are saying or doing.

To demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.

SC/SA

To select and use activities and resources with help.

To welcome and value praise for what they have done.

To enjoy responsibility of carrying out small tasks.

To be more outgoing towards unfamiliar people and more confident in new social situations.

To be confident to talk to other children when playing, and will communicate freely about own home and community.

To show confidence in asking adults for help.

MFB

To be aware of own feelings, and know that some actions and words can hurt others' feelings.

To begin to accept the needs of others and take turns and share resources, sometimes with support from others.

To recognise the need to tolerate delay when needs are not immediately met, and understand wishes may not always be met.

To adapt behaviour to different events, social situations and changes in routine.

Physical Development

MH—To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

To mount stairs, steps or climbing equipment using alternate feet.

To walk downstairs, two feet to each step while carrying a small object.

To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

To stand momentarily on one foot when shown.

To catch a large ball.

To draw lines and circles using gross motor movements.

To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.

To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.

To copy some letters, e.g. letters from their name.

H&SC-

To observe the effects of activity on their bodies.

To understand that equipment and tools have to be used safely.

To manage toileting needs most of the time themselves.

To manage washing and drying hands.

To dress with minimal support pull up own trousers, and pull up zipper once it is fastened at the bottom.

Mathematics

N- To use some number names and number language spontaneously.

To use some number names accurately in play.

To recite numbers in order to 10.

To know that numbers identify how many objects are in a set.

To begin to represent numbers using fingers, marks on paper or pictures.

To sometimes match numeral and quantity correctly.

To show curiosity about numbers by offering comments or asking questions.

To compare two groups of objects, saying when they have the same number.

To show an interest in number problems.

To show an interest in numerals in the environment.

To realise not only objects, but anything can be counted, including steps, claps or jumps

.SSM- To show an interest in shape and space by playing with shapes or making arrangements with objects.

To show awareness of similarities of shapes in the environment.

To use positional language such as behind/next to

To show interest in shape by sustained construction activity or by talking about shapes or arrangements.

To show interest in shapes in the environment.

To use shapes appropriately for tasks.

To talk about shapes of everyday objects.

To order items their size

Understanding of the World

PC- To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.

To show interest in the lives of people who are familiar to them.

To remember and talk about significant events in their own experience.

W-To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world

To develop an understanding of growth, decay and changes over time.

T-To know that information can be retrieved from technology (computers tablets etc and how to use technology safely.

To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Literacy

R- To enjoy rhyming and rhythmic activities.

To show awareness of rhyme and alliteration.

To recognise rhythm in spoken words.

To listen to and joins in with stories and poems, one-to-one and also in small groups.

To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.

To listen to stories with increasing attention and recall.

To show interest in illustrations and print in books and print in the environment.

To recognise familiar words and signs such as own name and advertising logos.

To look at books independently.

To handle books carefully.

To hold books the correct way up and turns pages.

To know that print carries meaning

W- To sometimes give meaning to marks as they draw and paint.

To ascribe meanings to marks that they see in different places.

To continue a rhyming string.

To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together.

To link sounds to letters.

Expressive Art and Design

MM-To enjoy joining in with dancing and ring games.

To sing a few familiar songs.

To begin to move rhythmically.

To imitate movement in response to music.

To tap out simple repeated rhythms.

To explore and learn how sounds can be changed.

To explore colour and how colours can be changed.

To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

To use various construction materials.

To join construction pieces together to build

BI- To develop preferences for forms of expression.

To use movement to express feelings.

To create movement in response to music.

To sing to self and makes up simple songs.

To make up rhythms.

To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

To engage in imaginative role-play based on own first-hand experiences.

To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

•To use available resources to create props to support role-play.