

Communication and Language	Personal, Social and Emotional Development	Physical Development
• Making stick puppets of themselves and their friends to act out a story. • Circle time games to get to know our new classmates. • Opportunities to meet, ask questions and listen to how different people support us in school throughout the day. • Circle time discussions about our likes, dislikes, talents and what makes us special.	• Understanding what it feels like to belong and how we are similar and different. • What does it mean to be unique? Can the children name something that they think makes them unique? Create a 'what makes us unique' display. • Recognising, talking about and managing our feelings. Discussions to explore how we feel starting school. • Working together, taking turns and considering each other's feelings. • Understanding why we should be kind and gentle. • Learning what being responsible means. • Learning our school rules and why they are important. • Talk to the children about the importance of physical activity. • Managing our own hygiene and undressing/ dressing for PE independently.	• PE – Ball Skills: Unit 1. • PE – Fundamentals Unit 1. • Provide children with the opportunity to explore what their hands can do. Offer different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do to different materials using their hands? • Use of tools for effect E.g. scissors. • Using a dominant hand children will work on holding a pencil using a tripod grip and beginning to show good control and pressure when drawing and writing. • Begin to write recognisable letters.



This is Me!



Literacy	Mathematics	Understanding the World	Expressive Arts and Design
• Unlocking Letters and Sounds Phase One – As the children start school in preparation for Letters and Sounds Phase Two the children will focus on identifying and creating sounds from around the environment, with instruments or their bodies, their speaking and listening skills, rhyme, alliteration and their ability to orally segment and blend. • Unlocking Letters and Sounds Phase Two - Children will move on from oral blending and segmentation to blending and segmenting with letters. Children will start to read and spell some VC and CVC words. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some common exception words: I, the, to, go, no, into. • The difference between writing and pictures whilst sharing and discussing stories with adults. • During 1:1 reading sessions children will be encouraged to anticipate what might happen next, share their thoughts feelings and ideas as well as make links to their own experiences. • Name writing. • Children will be encouraged to incorporate mark making in their play and will have access to a wide range of writing resources both indoors and outdoors. • Stories about starting school.	• Oral Counting in 1's from 1-10/20 and 10 – 0. • Number songs and rhymes. • Object Counting – Counting and creating sets 1-5. • Numberblocks series 1. • Numbers 1-5. Understanding how numbers can be represented in different ways E.g. a numeral, Numberblocks, with objects, finger pattern, dice pattern, on five frames etc. • Comparing and ordering numbers – Understanding of the terms 'more' and 'fewer' and ordering different representations of number 1 – 5 and 5 – 1. • Subitising – Recognising dice Patterns 1- 6 without counting. • Five Frames – Recognise 1 – 5 dots on a five frame, match numerals to the five frame and say what is 1 more or fewer. • Compare items by length, height, size, mass and capacity.	• Talking about people, places and objects that are important to them and why. Discuss what makes us happy or sad. • Invite a parent with a baby into class to discuss changes that have taken place since we were little. • Invite a nurse/doctor and dentist to class to discuss how to keep ourselves healthy. • Talk about our journeys to school. Look at a simple map showing the area local to the school. Can they draw their own maps to show how they get to school? • Go on a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Children may like to record some of the things they noticed. • Who helps us and supports us at home, school and at clubs we may attend? How do they support and guide us? Invite people who help us in school to talk to us and explain how they help us. E.g. Buddies, play leaders, dinner staff. • Who do Christians believe support and guide us? Discuss being in a Christian school, who God and Jesus are and why they are important to Christians. Introduce the Bible and share and discuss a story from the Bible together. • Visit St Andrew's Church.	• Paint a family portrait. • Draw pictures showing what they like to do. • Using playdough/ clay to create models of special objects and themselves. • Painting/ printing using sponges and a mirror to create a picture of ourselves. • Using paper plates and a range of media and materials, ask children to create a self-portrait. They could explore looking in a mirror to help them. • Sharing our creations and explaining our processes. • Music taught by Mrs Lewis. This term's theme is: me! They will listen to and respond to music linked to this term's theme, children will learn nursery rhymes and action songs and will share and perform to their friends. • Invite the children to explore feelings by asking them to represent different feelings using musical instruments.