

Mathematics

We follow the White Rose Scheme of Learning for maths, which offers clear progression to children's learning (see separate MTP). Alongside this, we enrich the children's learning experience through further mathematical learning experiences linked to the topic theme.

- Practise sharing objects out, one at a time
- Work together to tidy and sort shapes
- Compare children's hand and foot sizes
- Play dominoes and matching/sorting games in pairs
- Work together to make repeating patterns
- Daily 'yes or no' question, counting how many

Physical Development

In PE sessions we use 'Get Set 4 PE'. This half term, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.

Children will engage with a range of varied 'Finger Gym' activities to encourage fine motor, these will include skills linked to dressing and basic self-care. Further, there will be a high importance placed upon self-hygiene and handwashing throughout the school day.

PSED

- Go for a walk around the school, so the children can meet people who are there to help them.
- Put out a range of jigsaws of different complexities. Display the instruction 'Choose a friend to do a jigsaw.'
- Play a variety of team-building games to encourage positive relationships.
- Talk to the children about everyday jobs that need doing in the classroom. What job would they like to do?

ROBIN CLASS TOPIC MAP

AUTUMN ONE



Me and My Community

Communication and Language

- Read the story 'Welcome to Hinch Farm' discuss where they live and the role of a farmer.
- Ask questions about the job of a farmer, begin to listen to responses.
- Get the children to play listening games - 'Sticky Kids', 'Simon Says' etc to develop listening skills.
- Create small world area of a farm - discuss animals that are on the farm, and how we can look after them.
- Discuss people who help us in our community, visit from Fireman/Police, children to then recall what they have discovered.
- Explore similarities and differences between each other, what makes us special?

literacy

We follow a Power of Reading approach to learning, which places children's literature at the heart of all learning (see separate MTP). Alongside this, we enrich the children's learning experience through further texts linked to their topic theme.

- Choose, share and talk about a range of friendship books with a friend and engage with them as a whole class
- Read the story Lost and Found by Oliver Jeffers. Discuss how the children's class is a community and why it is important to be good friends to each other. Talk about ways that they can be a good friend. Together, make a good friend checklist of all the qualities a good friend should be.
- Provide the children with a 'my family house template'. In a small group encourage the children to draw their family inside the house. Talk about who is in the house and why they are special.
- Draw a picture of someone who helps them at home and have a go at writing a 'thank you' card
- Match correct captions to pictures of the people who help us around school



Understanding the World

As part of this area of learning, we incorporate key festivities and significant occasions as they are met throughout the year.

- Read the stories, My Mum and Superhero to stimulate conversations about people who help the children at home.
- Show the children how to take a digital photo of a friend and check to see if they are happy with it. Ask the child to write a label for their picture.
- Arrange a collection of objects related to people who help us in school. Use these items to prompt discussion.
- Display aerial pictures, photographs of popular landmarks and maps of the local area. Encourage the children to explore the pictures and talk about places they recognise. Ask questions to support the children to talk about places they like to visit in their community and those they live near to or walk past on their way to school. Show the children how to draw a messy map of a journey from school to a local place of interest.

Expressive Arts and Design

- Children to explore different sounds, using vocabulary loud and quiet.
- Children to make their own tractors out of the playdough, following a picture.
- Children to use large bits of paper draw themselves and a friend, can they work collaboratively on this?
- Can they use mirrors to do a self-portrait of themselves.
- Children to make pasta necklaces and bracelets to give to their friends.
- Children to cut out and decorate tractor templates using cotton buds and paint.

