

**Topic: My family**

<p><b><u>Literacy</u></b> We will be reading the following stories: “Spot Goes to School” by Eric Hill and “Eat up Gemma” by Sarah Hayes. The children will:</p> <ul style="list-style-type: none"> <li>• Start taking books home.</li> <li>• Choose to look at books alone and with others.</li> <li>• Talk about what they create.</li> <li>• Encourage emergent writing.</li> <li>• Talk about their selves and their own experiences.</li> </ul>	<p><b><u>Mathematics</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• Sing number songs and rhymes.</li> <li>• Count numbers from 1-20 in order.</li> <li>• Use all opportunities to ask children to count, ie: how many.....children, cars, bricks, steps etc.</li> <li>• Solve simple practical problems and respond to “what could we try next?”</li> <li>• Support construction play and introduce language relating to shape and number.</li> </ul>	<p><b><u>Understanding the World</u></b> We will:</p> <ul style="list-style-type: none"> <li>• Use photographs and labels around the classroom.</li> <li>• Make our own playdough and making familiar objects with this.</li> <li>• Develop the construction area and model use of different materials.</li> <li>• Provide different tools around the classroom and encourage children to use them correctly and safely, naming them and knowing where they are kept.</li> </ul>
<p><b><u>Physical Development</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• Move along to favourite songs and action rhymes during daily phonics.</li> <li>• Sing songs relating to body parts.</li> <li>• Have opportunities for children to draw and write.</li> <li>• Provide opportunities for children to explore different textures through malleable play.</li> </ul>	<p><b><u>Personal, Social and Emotional Development</u></b> We will:</p> <ul style="list-style-type: none"> <li>• Discuss and make class rules.</li> <li>• Teach children to use and care for materials and encourage them to do this independently.</li> <li>• Circle time – talk about what we like to do/ how we can help / share/ be kind etc.</li> <li>• Play name games to help learn each other’s names.</li> </ul>	<p><b><u>Communication and Language</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• Use imaginative talk in role play, small world play and puppet play. <ul style="list-style-type: none"> <li>• Begin to listen attentively at carpet times and when accessing play opportunities.</li> <li>• Talk about personal experiences in class and group circle times, review times, class discussions.</li> </ul> </li> </ul>
<p><b><u>Expressive Arts and Design</u></b> The children will:</p> <ul style="list-style-type: none"> <li>• Explore tools for painting; brushes, sponges, rags and fingers and use these tools to print patterns.</li> <li>• Make an area of the classroom specifically for displaying models safely and explain that this needs to be respected.</li> <li>• Encourage children to paint pictures which can then be displayed.</li> </ul>	<p><b><u>Personal Social Health Education (PSHE)</u></b> We will:</p> <ul style="list-style-type: none"> <li>• Identify people in my class and how they are similar or different.</li> <li>• Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</li> </ul>	<p><b><u>Ideas for home to support</u></b></p> <ul style="list-style-type: none"> <li>• Talk about important people in your family.</li> <li>• Find a picture of a special time with your whole family.</li> <li>• Draw a picture of all the members in your family.</li> </ul>