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| **WC 31st August Inset days and settling in period – 1pm.** | **CAL** | | **PD** | | **PSED** | | **LITERACY** | | **MATHS** | | **UW** | | **EAD** | | **R.E** |
| **WC 07.09.20** | **Beginning to talk about people and things that are not present 16-26m**  **Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts 22-26m**    Introduce adults in the classroom for children who cannot remember. Introduce Golden rules to children and explain we must follow these. Show children class learning journey and explain that this is our class ‘special book’. Get children to talk about likes and dislikes and their family and friends. | | **Makes connections between their movement and the marks they make.16-26m**  **Runs safely on whole foot. 22-36m**  **May be beginning to show preference for dominant hand. 22-36m**  **Shows control in holding and using jugs to pour, hammers, books and mark-making tools 22-26m**  **Val Sabin** to deliver P.E  Use playdough equipment e.g. rollers and scissors. Children to make themselves using the playdough.  Assessment to see which hand is dominantly used. | | **Plays alongside others. 22-36m**  **Separates from main carer with support and encouragement from a familiar adult. 22-26m**  Build up friendships with friends. Support the children in playing with others. Model sharing the toys in the classroom.  What does sharing mean?  What does good sharing look like?  Go over classroom Golden rules.  Circle time activity pass the teddy bear share what we like dislike.  Introduce how we come into the classroom e.g. posting name and finding an activity to do.  Do the children separate from main carer without support? | | **Distinguishes between the different marks they make. 22-36m**  Children to draw themselves. Can the children say that’s me?  Set 1 Read Write Inc. sound games (informal)  Environmental sounds- go on a walk around the school, what can the children hear? | | **Says some counting words randomly 16-26m**  **Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’ 22-36m**  Explore the maths area. How confident are the children with counting? Sing counting songs in small groups e.g. 5 little ducks, 5 little speckled frogs.  Do the children recognise numbers? Show numbers 0-3 then 0-5  Exploring using number puzzles, can the children recognize the numbers?  Talk about 2 look at faces what have we got 2 of? 2 eyes, ears, eyebrows. | | **Is curious about people and shows interest in stories about themselves and their family.**  **16-26m**  **Notices detailed features of objects in their environment 22-36m**  Circle time talk about their family and share family tree homework (TBC).  Can the children stand and talk about who is in their family?  How many people do they live with?  Who becomes shy?  Children to go out in groups to explore the outdoor classroom. What do the children notice outside? What do they like exploring with? | | **Notices and is interested in the effects of making movements which leave marks. 16-26m**  Children to explore the art area. Painting and exploring mark making using different tools and different colours.  Free painting and exploring with construction. | | **TBC** |
| **WC 14.09.20** | **Beginning to ask simple questions 16-26m**  **Uses simple sentences (e.g.’ *Mummy gonna work.’*) 22-26m**  Introduce Topic of Autumn. Explain to the children we are going to be looking for signs of Autumn. Explain one of the signs is leaves falling from the trees. Show other things we associate with autumn such as pine cones, conkers, acorns can the children name these?  . | | **Runs safely on whole foot. 22-36m**  **Val Sabin** to deliver P.E.    **Shows control in holding and using jugs to pour, hammers, books and mark-making tools. 22-26m**  Using rollers and cutters to make playdough  leaves.  Sensory play - exploring goop and leaves | | **Plays alongside others.16-26m**  **Interested in others’ play and starting to join in 22-36m**  Learning how to look after ourselves, e.g.  washing hands. Why is important to wash our hands after being to the toilet? Can the children share their ideas?  **Still go over what makes a good friend. Who is being a good sharer? Go over Golden Rules.** | | **Interested in books and rhymes and may have favourites. 16-26m**  **Has some favourite stories, rhymes, songs, poems or jingles. 22-26m**  Learning how a book works, e.g.  holding it the right way up,  turning pages one by one. Children to share books with adults and other children in the book corner. Visit the school library.  Set 1 Read Write Inc. sounds daily (informal games). | | **Notices simple shapes and patterns in pictures.22-26m**  Recognising and naming shapes  **Enjoys filling and emptying containers.16-26m**  Children to play with water tray with different containers. Which one holds more? | | **Enjoys playing with small-world models such as a farm, a garage, or a train track.22-36m**  Range of small world activities e.g.  Cars / vehicles and garage / carpark  Dolls house  **Notices detailed features of objects in their environment 22-36m**  Go on an Autumn walk in small groups and talk about what we can see. | | **Experiments with blocks, colours and marks. 22-36m**  Children to start self portraits focussing on skin tone and hair. | | **TBC** |
| **WC 21.09.20** | **Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.22-36m**  **Learns new words very rapidly and is able to use them in communicating.22-36m**  Learn new vocabulary such as Autumn, hibernate, acorns, conkers etc…  Ask children questions about why squirrels collect nuts, why do birds collect seeds? Why do the leaves fall off the tree. Let the children think about their ideas and share with the rest of the group. Children to make fat balls for the birds, children to hang them in the outdoor classroom**.** | | **Runs safely on whole foot. 22-36m**  **Val Sabin** to deliver P.E  **May be beginning to show preference for dominant hand. 22-36m**  Parachute games with leaves and acorns. Develop gross motor skills strengthening arm muscles. | | **Build relationships with special people. 8-20m**  **May form a special friendship with another child. 22-36m**  Build up friendships with friends. Support the children in playing with others. Model sharing the toys in the classroom.  Dolls house and family figures to talk about their families and home. What do the family do together at home? Get to know the children and their families and interests.  What do they like playing with at home, can children act this out? | | **Distinguishes between the different marks they make. 22-36m**  Mark make an autumnal animal  Make the first letter of their name using sticks. Can children recognize their letter find it in the classroom and then make it outdoors. | | **Recites some number names in sequence 22-26m**  Counting pine cones and saying how many there are correctly. Then trying to find the correct number on the table. Can the children count numbers in the correct order? | | Talks about why things happen and how things work 30-50m  **Talk about the clothes that we wear in autumn. Why do we wear these clothes? What can we feel when we go outside? Is it hot or is it cold? Get children to talk about their ideas. Design a doll wearing these clothes.** | | **Experiments with blocks, colours and marks. 22-36m**  Paint a scarecrow. Where would you find a scarecrow, what do they look like?  Printing with leaves and twigs, pine cones. | | **TBC** |
| **WC 28.09.20** | **Listens to and enjoys rhythmic patterns in rhymes and stories.**  **16-26m.**  What are the different parts of our body called?  Can you touch your head? Can you touch your nose? Play Simon Says, how is showing good listening skills?  Action songs and rhymes Naming different parts of the body Discuss what the children can do using different parts of their body.  Books to look at  Pat Hutchins Titch  Funny Bones  **Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.22-36m**  Autumn sensory box. Children to put their hands in and talk about what they can feel. What language are they using? | | **Runs safely on whole foot. 22-36m**  Children to perform basic skills movement- linking in parts of the body with songs such as  Head, shoulders knees and toes.  Funny bones dance in the hall. Focusing on sing the hall for spatial awareness and watching for other children around.  **Val Sabin** to deliver P.E. | | **Expresses own preferences and interests.22-36m**  Talk about seasonal changes. Now that it is starting to get colder outside. How do we know its getting colder? We are now wearing coats etc… what could we do to help the creatures outside now the weather is getting colder?  **Interested in others’ starting to play and join in.22-36m**  Discuss consequences of actions and class rules  To take turns and play cooperatively  Problem solving activities. Can they share?  Can they work together? | | **Distinguishes between the different marks they make. 22-36m**  Handwriting patterns.    Share some Autumn books and sing songs about Autumn and use musical instruments. Pretend you are a leaf falling from a tree, swirling in the wind. What would the musical instruments sound like? Getting faster and louder as your swirling around in the wind. Slower and softer as you are falling to the ground.  Mark make a drawing of a scarecrow. Show pictures of scarecrows for children to see. | | **Recites some number names in sequence 22-36m**  Ordering numbers to 5 using autumn leaves.  Number hunt in the outdoor classroom. What numbers can you find? Can you say what the numbers are?  **Recites some number names in sequence.**  **22-36m**  Children to participate in number rhymes, such as 5 little ducks and speckled frogs etc. | | **Learns that they have similarities and differences that connect them to, and distinguish them from, others.22-36m**  **Seeks to acquire basic skills in turning on and operating some ICT equipment. 22-36m**  Learn about Hibernation. What does it mean? Why do animals do it? List some animals that hibernate in the Autumn.. Children to have a go at drawing one of these animals on the computer/IWB | | **Experiments with blocks, colours and marks. 22-36m**  Leaf hedgehog- Go on a leaf hunt around the outdoor classroom and collect leaves for hedgehog. | | **TBC** |
| **WC 05.10.20** | | **Looking at similarities and differences. What makes us the same what makes us different. Circle time activity.**  **Share book- We are Unique Elmer.**  **Visual images of children’s emotions, happy, sad. How can we tell how they are feeling?**  **Share Owl Babies- Martin Wadell** | | **Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.**  **22-36m**  Set up an obstacle course which includes jumping, crawling and climbing.  **Val Sabin** to deliver P.E. | | **Can express their own feelings such as sad, happy, cross, scared, worried. 22-36m**  Circle time activity- pass the smile. Question what makes you happy?  Show emotion cards, how are these people feeling? How do you know?  How are you all feeling today? | | **Distinguishes between the different marks they make. 22-36m**  **Mark make patterns on a leaf. Practise holding the pencil correctly using a pincer grip. Can the children make a pattern? Look at some examples.** | | **Beginning to categorise objects according to properties such as shape or size. 22-36,**  Children to sort leaves by colour, shape and size.  **Compare feet and hand size with a friend in the class. Use language of size such as biggest, smallest, largest.**  **Children can do this taking pictures, drawing around their hands or dipping their hands and feet into paint and making footprints.** | | **Learns that they have similarities and differences that connect them to, and distinguish them from, others. 22-36m**  Get two children to stand up during circle time. How are these children different? What does being different mean?  Get children to talk about how they are different and note down ideas. | | **Creates sounds by banging, shaking, tapping or blowing.**  **22-36m**  Children to explore with musical instruments in the outdoor classroom. Can they make a loud sound? Quiet sound? Which sound do they like best and why?  **Experiments with blocks, colours and marks. 22-36m**  Autumn leaf sun catcher | **TBC** |
| **WC 12.10.20** | **Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.22-36m**  **Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.22-36m**  Make leaf biscuits talking about what you are doing. How are you making them? What do you need to do? | | **Runs safely on whole foot. 22-36m**  Play conker and spoon race. Set up a trail in the outdoor classroom. Children to race each other with a conker and spoon.  **Val Sabin** to deliver P.E. | | **Expresses own preferences and interests.22-36m**  Talk about our topic. What have you enjoyed learning about. Introduce next topic of Traditional Tales/Around the World. | | **Distinguishes between the different marks they make 22-36m**  Drawing an autumn scene, tree, squirrel, conker, leaves. Put together what the children have been learning about this half term. | | **Knows that a group of things changes in quantity when something is added or taken away. 22-36m**  Group of compare bears, children counting adding 1 or taking one away can children see its different?  **Recites some number names in sequence 22-36m**  Counting to 5 and counting to 10.  Who has become confident with counting and recognizing some numbers over the last half term? | | **Learns that they have similarities and differences that connect them to, and distinguish them from, others. 22-36m**  **Go on a final nature walk. Does the outside look different to the first time we went out? If so how different? Children to collect objects found and bring them back to classroom to talk about.** | | **Experiments with blocks, colours and marks. 22-36m**  Autumn tree painting  Creates sounds by banging, shaking, tapping or blowing 22-36m  Singing I’m a dingle, dangle Scarecrow with music instruments. | | **TBC** |