

Communication and Language

Play listening games, teach and reinforce listening skills and requirements for listening during whole class sessions and 1:1 and group interactions. Encourage children to talk about themselves, their interests and what they are doing and people that they know. Encourage them to begin to share their thoughts and ideas.

Build relationships with the children so that they feel safe to ask for help. Read and share stories with the children, encouraging them to listen and talk about them.

Review and learn some familiar songs, encouraging children to join in.

Use texts, songs and continuous provision to develop the acquisition and use of new vocabulary.

Develop and work on the routines of school, the classroom and the timetable by using a visual timetable as well as verbal instruction.

PSED

Develop turn taking and sharing through circle times and in continuous provision.

Help children to build friendships and develop understanding of what makes a good friend.

Encourage independence within the classroom by utilising Busy Learning times.

Develop children's confidence to access and join in with group and whole class sessions and activities.

Model questioning to encourage children to ask questions about things that interest them and the world around them.

Use The Colour Monster to help the children to begin to identify different emotions within themselves and begin to understand that other people have these feelings too.

Physical Development

Encourage independence in self-care and toileting.

Continually reinforce and help the children to develop the skills needed to access the school day effectively e.g. lining up and queueing, mealtimes etc.

To help the children to become more aware of people and objects in the space.

Encourage children to access outdoor and PE climbing equipment independently, safely and with increasing competence.

To continue to develop and refine the basic movement skills of rolling, crawling, walking, jumping, running, hopping, skipping, climbing outdoors and in PE.

Encourage children to write their name every day on snack list

Practise using pens and pencils for mark making in continuous provision, inside and out.

To model drawing recognisable pictures and encourage children to have a go.

Demonstrate correct letter formation in phonic sessions and encourage children to have a go

Introduce fun activities which require children to develop their use of scissors and other tools.

Literacy

Play listening games, teach and reinforce listening skills and requirements for listening during whole class sessions and 1:1 and group interactions.

Use monster phonic sessions to teach children how to listen to and hear initial sounds in familiar words, recognise rhyme, alliteration and am becoming more confident to blend and segment orally and identify some phonemes.

Read and share stories with the children, encouraging them to listen and talk about them. Encourage them to answer questions and recall some facts.

Play alongside the children to encourage the use of learnt words and phrases in a variety of contexts.

Work with children to develop the skills to sequence familiar stories.

Autumn Term 1 2024

Texts

We're Going on a Bear Hunt- Michael Rosen

Families, families, families – Suzanne Lang

Five Minutes Peace – Jill Murphy,

Goldilocks,

The Colour Monster, - Anna Llenas

What make me a me? – Ben Faulks and David

Tazzyman

A home can be – Stephanie Seidler

Mathematics

To work to ensure that the children are confident with the numbers to 5 so that they can:

- show fingers for numbers to 5.
- confidently count out up to 5 objects with 1:1 correspondence.
- match quantities up to 5 to their numeral.
- begin to recognise numbers automatically on a dice/card to 5.
- recognise, identify and write numbers to 5 and to be able to explore each number.
- solve simple problems involving numbers to 5.

Use counting songs to recite the numbers to 10 forwards and backwards daily

Count a variety of different things including objects, movements and measures.

Use and manipulate 2D shapes in their play and make pictures with them.

Identify and name some of these shapes and begin to talk about their properties.

Identify patterns around them and begin to describe them.

Encourage the use of language to compare length when building (in and out), capacity in the sand and water (in and out) and weight in a variety of contexts.

Expressive and Creative Arts

Provide a variety of equipment and materials for children to use to make marks inside and outside. Talk to the children about the marks they have made and what they represent. Model making marks which represent meaning.

Demonstrate how to use the paint and palettes to make their own paint and encourage them to explore combining the colours available (red, yellow, blue) to make new colours.

Use Charanga as a starting point for a daily song and rhyme sessions to learn new songs.

CHARANGA – Autumn 1 Me - Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers

Develop the music area so that the children can explore a wider range of instruments.

Develop children's repertoire of know stories and encourage them to use these in their play and as a basis for their own stories.

Helicopter stories.

Understanding the World

Encourage children to share things that they have seen or done or that have happened to them – show and tell.

Help children to recognise significant events in their own and their families life and history and begin to share these with others or use them in their play.

Begin to explore the world around them by focussing on their homes and then the wider environment of Borrowash. Look at pictures, go for walks etc.

Start to discuss and explore the materials from which things are made, developing and using appropriate vocabulary.

Observe how some materials change due to external factors e.g. melt, dissolve, set etc.

Explore floating and sinking in the water tray..

Give children opportunities to explore and operate technical toys and equipment.