



Understanding the World

1	PP- Talk about past and present events in their own lives. Looking at photographs of the children as babies and now
2	PP- To talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.
3	PCC- Exploring our families and who we live with and drawing pictures of our families.
4	PCC - Can recognise that people have different beliefs and celebrate special times in different ways
5	PCC - Show care for living things
6	NW- Talk about animals they have observed
7	NW - Can ask questions about aspects of my familiar world such as the place where they live or the natural world
8	NW - look for signs of Autumn and say how environment has change

Key People/Places/Facts

1	Family	To talk about my family
2	Friends	To learn how to communicate with others effectively
3	Mr Davis	To understand that he is the Headteacher and that we have to follow his rules.
4	Skelmersdale	To talk about our community and where we live
5	Autumn	To discuss observational changes and facts about seasonal changes
6	GBV/ Moorside values	Mutual respect/respect and resilience
7	Oral Health	To have an understanding of what this is and how to keep teeth healthy
8	Keeping Healthy	To find out facts about what our body needs to stay healthy and fit.
9	Julia Donaldson	To become familiar about this author and read a range of her stories.
10	Senses	To learn what are senses are

Big Questions

	Is everybody's family the same?	How are we different from each other?
	How can we show respect?	What changes do we see in Autumn?

Vocabulary

Tier 2	Tier 3	
Community	Oral health	
Values	Skelmersdale	
Respect	Family	
Resilience	Portrait	
Celebrate	Autumn	
Author	Environment	
Phoneme	Senses	

Communication and Language

A huge emphasis will be on continuing to promote vocabulary and talk this year. This half term children will be learning a range of new and exciting vocabulary through a range of adult led/ focused activities.

This half term the class will have the opportunity to talk about themselves to the class/ in their key worker groups and talk about what they are interested in, along with listening to a range of stories and songs.

The class will be introduced to the new topic through a range of talking tubs that enhance and provide opportunities to develop speaking, vocabulary, listening and questioning skills. The role play area will be changed into a home corner allowing children to develop speech, language and communicating skills through imaginative play.

The children will develop their communication skills and learn how to communicate effectively with their peers and adults. The children will use a wide range of communication, speaking and listening props such as puppets, masks and small world characters.

Settling in activities

Making friends

Children talking about experiences that are familiar to them

What are your passions / goals / dreams?

About family routines

All about me

Rhyming and alliteration

Show an interest in the lives of other people

Follow instructions

Year:Rec
Term:1a
Theme:Happy,
Healthy Me

Physical Development

The children will be focusing on fundamental skills during PE within the theme of Space.

There will be many activities that will develop both gross and fine motor skills using a range of equipment such as threading, tweezers, play dough and scissors.

Children will learn how to form each individual letter and this will be practised daily during phonics.

Explore how we use our play equipment safely and how to use it sensibly and appropriately. TA's will model how to throw, catch, bounce, roll and kick. Children will develop good control and coordination in large and small scale movements. They will draw lines and circles using gross motor movements

Expressive Arts and Creativity

Creative development

The children will:

- Sing songs, make music and dance using a range of different movements.
- Sing and perform a range of familiar nursery rhymes.
- Use a range of props and puppets to perform a role play.
- Begin to create imaginative role plays.
- Using different mark making tool such as a paintbrush.
- Paint/ draw a portrait of themselves enclosing lines: draw definite features
- Draw their own family
- Explore a range of different media such as pencils, crayons, felt tips, chalk, wax and collage materials.
- Create simple representations of people and objects.
- Join in with songs
- Build stories around toys (small world) use available props to support role play
- Build models using construction equipment.
- Exploring sounds and how they can be changed, tapping out of simple rhythms.
- Play pitch matching games, humming or singing
- Self portrait with open ended resources

Personal, Social and Emotional Development

This half term we will be focusing on the transition from Nursery to Reception. We will have many opportunities to discuss our feelings. Looking at what those feelings look like, sound like and feel like as part of developing self-regulation. We will be introduced to class rules, boundaries, routines and expectations. The class will build relationships in the class with staff and peers and also discuss what makes a good friend. There will be social groups focusing on effective communication in class along with a nurture group.

A great emphasis will be placed on PSED this half term.

- Promoting independence, hanging up/ fastening own coat, going to the toilet, making a drink and preparing a snack.
- Friendships and what makes a good friend.
- How we should treat others with respect.
- Using manners, when should we say please and thank you? Why do we use manners?
- Explore feelings, why do I feel sad, happy, and angry?
- Working with others, how to take turns, listening to others and listening to others and understanding other opinions.
- Taking care of resources and equipment.
- I understand how it feels to belong and that we are similar and different
- I understand why it is good to be kind and use gentle hands
- I am learning what being responsible mean

ITGS4W - Being me in my world

Literacy

Comprehension

The children will develop an understanding of how to hold a book, to read from left to right, how to turn the pages of a book starting from beginning to end and also begin to discuss characters and likes/ dislikes. (This will be modelled through shared read, one on one, target readers, guided reading and through group activities and games. Chn will begin to talk about key events that occurred within stories.

Reading/ Phonics

This half term the children will begin to listen with enjoyment to a range of stories and songs, begin to read one on one with an adult, along with The class will begin phonics phases 2. All children will be assessed at baseline in the first two weeks and placed into phonic groups based on ability. The class will begin to recognise letters and also link sounds to letters, this will also focus on the letters in a child's name. The children will also begin to blend and segment a range of phonemes and will start to read and understand simple words. Phonics will be in classroom sessions as well as outdoors and on treasure hunts and a range of games

Writing

Children will take part in a range of emergent writing activities in focused groups and continuous provision. The children will take part in a range of fine motor skills activities to increase pencil control and also be encouraged to use the correct pencil grip. This half term the emphasis will be on name writing. The class will practise writing their names using a wide range of mark making media such as paint, shaving foam, glitter, pencils, chalk and felt tips. The children will begin to use phonic strategies and sound talk to write simple VC/CVC words. The class will begin to write lists along with many more exciting writing opportunities both indoors / outdoors and in the role play area. There will be many opportunities for LOTC with writing such as mud writing outdoors, shaving foam, mark making with chalks, water and paintbrushes in the sensory garden.

Mathematics

Mathematical Development

The children will be tested on their mathematical knowledge during baseline assessments

The first two weeks the children will be completing activities as part of getting to know you and to complete baselines.

The children will be matching, sorting and comparing amounts. They will begin to use everyday language to compare size, mass and capacity. The class will begin to explore patterns.

The children will hear and see numbers on a daily basis using songs and when changing the date.

There are many opportunities to enhance and practise mathematical skills throughout most areas of continuous provision both indoors and outdoors. These areas will promote mathematical skills along with development and understanding. All activities will be modelled by an adult.