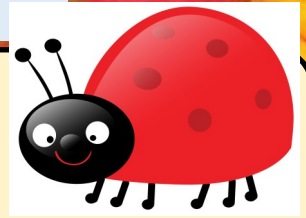


Why do leaves go crispy?



Our topic in Term 1 is called 'Why do leaves go crispy?'

Planning is flexible to enable the specific interests of the pupils to be incorporated but key foci for Teacher Directed activities this term are shown below.

P.S.E.D:

(Personal, Social and Emotional Development)

Settling in- Getting to know each other with circle games and activities.

Showing an awareness of rules/ boundaries and behavioural expectations in our new setting.

Becoming familiar with routines of the day and organising myself at the beginning and end of the day.

Building friendships. Playing co-operatively and taking turns in play.

Sharing family news and events.

Handwashing and respiratory hygiene.

Introduce the 'Learning Bug' board and 'having a go' plus NEW Worry Monster jars and Calm Corner.

JIGSAW- Being me in my world:

I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.

Weekly: mindfulness and yoga

Physical Development:

Daily 'Wake and Shake' activities.

Daily handwriting practice (patterns- straight/ curved/ zig-zag)

Weekly- Yoga / FITT training (promoting core strength, balance and posture)

PE: Getting to know you games. Following instructions. Working together- team games. Finding a space.

Weekly: Write Dance and Fine Motor Skills including threading (Autumn leaves), scissor skills and using simple tools e.g. playdough cutters, rolling pin, crimpers, hole punch, paint-brushes and tweezers.

Write own name.

Use outdoor equipment with confidence.

Hand washing and Table manners: Using a knife and fork.

Lining up

Communication and Language:

Strategies for good listening in class. (use cue cards for support)

Introducing social phrases: Good morning, How are you?, Excuse me please!, You're welcome.

Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.

Responding to stories: Joining in with repetitive phrases. Identifying characters, settings and events.

Following simple instructions.

Daily session: singing, rhymes/poems and stories.

Makaton signing- feelings and colours (linked to Autumn) plus the 'Good Morning' song.

Literacy:

Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.

Revision of Phase 1 skills inc. identifying rhyming pairs and oral blending of CVC words e.g. Simon Says/Cross the River.

Hear and say initial sounds in words.

Write own name.

Mark making activities.

Introduce handwriting patterns- initially lines and circles and secure a 'pinchy pen' grip.

To join in with rhyming stories and begin to identify words that rhyme.

Focused texts: Leaf Man, The Gruffalo, Percy the Park Keeper, Tattybogle, Owl Babies, Farmer Duck, Oliver's Vegetables,

Traditional tales for story telling (developing story language and extending vocabulary): Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen.

Non-fiction books linked to topic- Trees and Woodlands, Autumn, Harvest.

Poems linked to Harvest/ Autumn.

Parent phonic workshops

Mathematics:

White Rose Maths Scheme:

(Number songs and rhymes- saying number names in order and beginning to recognise numerals 0-5. Numberblocks episodes Series 1)

To match objects-identifying objects that are the same or different- using maths talk to explain why.

To sort objects by a given, or child's own, criteria including size/ colour.

To identify 'the rule' for a given set of objects and explain which is the 'odd one out'.

To compare small amounts (to 5) and state which has more/ fewer/same (equal).

To compare and order objects by size/ height/ length. (direct comparison)

To identify and make simple AB repeating patterns inc with objects/ sounds/ stories and to be able to 'spot the mistake'.

Understanding the World

Talk time: Talk about members of own family , share similarities and differences in our family life inc special celebrations and daily activities.

Introduce a simple timeline from baby to now. Compare common experiences/ objects that belonged to us as babies and now as children. Introduce simple vocab to represent now and then.

Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,

Explore the natural world: identifying seasonal changes of Autumn. Autumn walk in the park.

Introduction of our local 'community'. Share aerial map to show Stanley Road and All Souls' school and location of park and co-op. Place library onto map before our visit. (ch to collage different features)

Name and describe familiar plants and animals within a woodland setting.

Caring for the natural world: To know the value of trees and plants within our environment for us and animals (food, shelter, shade, oxygen).

Expressive Arts and Design:

Daily class rhymes and action songs.

Charanga: Autumn 1: Me

Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.

Performance: Harvest Supper with Parents. Performance of Harvest/ Autumn songs and stories.

Leaf rubbing/ printing.

Musician/ Live performance: e.g. local band/ Nepali dancer

Collaborative scarecrow making.

Andy Goldsworthy: Leaf Art- create transient art.

Additional Curricular Events and Activities:

Makaton signing- feelings, colours of Autumn, and the 'Good Morning' song.

Park school: Literacy based- developing story ideas based on a familiar book e.g. Percy the Park Keeper, Owl Babies, Leaf Man.

Phonic Workshops for Parents.

Visit from musicians/ live performance e.g. Nepali band.

Library Visit at end of term or beginning of term 2.

Harvest performance to Parents (sharing rhymes, stories, songs and learning).

ICT: Online Safety- use technology safely (trust, safe)



To continue the learning at home, as well as trying out the home learning challenges set each week, the following websites may be useful:

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

<http://www.ictgames.com/>

Don't forget to check out our class page on the website regularly to see what we have been up to in school and log in to Phonics Bug to support your child in developing their phonic and reading skills.