

Number and Shape, Space and Measure:

Shape, Space and Measure:

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Number: Plate Focus

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Extended Learning/External Opportunities:

Collect leaves and make collages using leaves.

Look at Autumn and the changes to the weather and environment,

Harvest festival class assembly – invite parents.

Visit the Fire Station and train station to see different jobs and how people help us.

Arrange for the DSO to come and talk to the children

Communication and Language:

(Speaking Plate Focus)

- Use snack times to develop talking between peers. What have they done at the weekend/evening? What is their favourite fruit? What food do they like?

Language in colour – mat times and in continuous provision to develop sentence building. – Focus group based on children with limited English. Mr Walker to show the books that we will be using to Parents. Opportunities for parents to take work home and have a go with children at home and during stay and play.

Model – Good listening, looking and sitting- using LinC cards. Good sitting, good listening and good looking. These will be the three class behaviour expectations.

ETB – identify which children we would like to screen for ETB. ETB will help children who need to boost their vocabulary, listening and attention skills.

Develop vocabulary linked to School, People who help us and the changing weather.

Teacher, toilet, tidy time and other labels for specific areas. Autumn,

Enterprise:

Christmas Fair Enterprise Challenge – to be decided with the children near to the Christmas Fair.

Year group F1 Class Name Polyphemus Term 1 Number A

Topic/personalised question: People who help us and children’s focus

Audience/Purpose: To allow the chance to understand the jobs and roles of parents and careers and to develop and interest in the jobs that people have when they get older.

(This is an area that last years data highlighted as needing more focus.

Understanding the World:

People and Communities;

Develop a sense of the children’s immediate family through Homework. Give opportunities for children to act out familiar everyday actions and cultural events. Link to our Topic and visitors.

The World;

- Can talk about some of the things they have observed such as plants, animals, natural and found objects. – What can the children see as they walk to and from School,
- Talks about why things happen and how things work- link to the changing weather. (Looking at the changes to the trees, plants and the temperature.
- Developing an understanding of growth, decay and changes over time – see how the trees are changing and what else happening as Summer turns to autumn,
- Shows care and concern for living things and the environment – explore the outside area for different minibeasts – talks about hibernation..

Technology:

-Give children opportunities to use IPad, Computers and the IWB. Use IPads to document activities that take place around the environment

Physical development:

Introduce funky fingers to school age children as an independent activity.

All children to take part in daily small group dough disco – to increase the hand strength and get ready for writing.

Painting equipment and chalk outside to encourage gross motor movements.

Different mark making areas and opportunities to do mark making lying down, standing up and sitting at tables.

IWB used to encourage gross motor movement through painting.

Dance Lessons one time a week – teaching different movements and increasing confidence to perform in front of an audience. Culminating in performances at NAPA.

Health and Self Care

How Can I/Do I help myself/others. These are the steps to develop independence. Examples being putting on coats. Washing their hands and taking care of toilet needs independently.

We will take these steps:

Identify and encourage those children who need to clearly communicate when they need the toilet.

Look at how and what the routine is to go to the toilet to encourage independence.

Teach handwashing and reason for good hygiene.

Personal. Social and Emotional Development:

(Plate Focus)

-Continued development of RP through modelling of affective statements – develop children’s understanding about how their actions affect their peers and how they can repair harm.

- Use informal friendship groups to develop sharing and playing with peers through staff involvement and modelling.

-Half-Term Family Challenge 1. Family tree. (Develop an understanding of wider family and a child’s place in their family.

-Develop co-operative play opportunities looking at ways to encourage turn talking and sharing. Bingo, puzzles and other games.

-Team work twins – can children share toys, develop co-operative play and roleplay in which children create stories and create props.

Literacy:

(Writing)

- Stay and Read Session with parents
- Development of basic skills through enhanced writing/reading experiences: Sheets of paper on the floor and wall, painting outside and inside.
- Launch Language in Colour with new parents during stay and play sessions
- Relook at name writing with all children
- Give children the chance to draw themselves and their families using staff to elicit the meaning of what the children are drawing. Giving meaning to their marks is the priority for early writers and we will tie this in with our topic (drawing firemen etc), the environment (changing colour of trees) and other events (Hull Fair)

Author: Julia Donaldson Focus: The Gruffalo and the Gruffalo’s Child.

-Use the Language in Colour Sheets to help children building sentences.

_ Introduce the PA word counting sheets alongside LinC.

Key Language in Colour Texts;

Maisy’s Bedtime.

The Washing line.

Other Language in Colour Texts:

Expressive Art and Design:

Role Play

Possible enhancements: Home corner and making it

ums to go in the home corner on the junk table.

Small World

Possible Enhancements:

Farm

Animals Pets and Farm.

Music:

Give children the chance to play music on iPads and make up dances and moves.

Can the children make a band using equipment?

What Nursery Rhymes can the children sing.

Art Area:

Encourage children to focus on painting and giving meaning to what they are painting.

Use staff support to give children opportunities to paint and print in different ways with changing focuses developing a range of creative skills.

Artist: