

<p>Theme: All about us</p> <p>Focuses: ourselves, healthy bodies, families.</p> <p>Also looking into Autumn and the changes happening around the school. (Planting vegetables/bulbs in the garden).</p> <p><b>Assessment: initial assessment and discussions with parents. Baseline assessments.</b></p> <p><b>SEN: appropriate support for JJ, making sure targets are met – EHC plan book.</b></p> <p><b>Parents: - Meet the teacher.</b>  - Login details for ILD.  - Phonics Session.</p>	<p><b>Personal, Social and Emotional Development.</b></p> <ul style="list-style-type: none"> <li>• Establishing routines for all children.</li> <li>• Helping children to develop friendships and relationships with the adults.</li> <li>• Circle time games/ small group activities to get to know each other.</li> <li>• Focusing on independence; self-care skills.</li> <li>• Discussing feelings and emotions (PSHE link).</li> <li>• Encouraging children to talk to each other to resolve differences.</li> <li>• Talking about themselves.</li> </ul>	<p><b>Communication and Language.</b></p> <ul style="list-style-type: none"> <li>• Supporting children to develop listening and attention skills.</li> <li>• Providing opportunities for children to talk to adults/children on one to one basis and in groups.</li> <li>• Providing children with rich vocabulary.</li> <li>• Encouraging children to talk to each other to resolve differences.</li> <li>• Daily story/singing sessions to aid attention.</li> <li>• Regular phonics sessions (<b>Phase 1 recap</b>) phase 2 start.</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Opportunities for gross motor skills every day. E.g climbing frame, balancing, throwing.</li> <li>• Opportunities for fine motor skills every day. E.g funky fingers activities, developing hand muscles.</li> <li>• Using and manipulating tools in the environment. E.g sand toys, water toys, scissors, rolling pins.</li> <li>• Helping children to learn hand-eye coordination. E.g throwing/kicking balls to each other. Circle time games, developing communication skills.</li> <li>• Weekly P.E sessions in the hall/outside with GG.</li> </ul>
<p><b>Maths.</b></p> <ul style="list-style-type: none"> <li>• Beginning to develop a repertoire of number songs and rhymes.</li> <li>• Mathematical environment both inside and out.</li> <li>• Encouraging children to use the key vocabulary.</li> <li>• Numbers that are important to the children. E.g age, number of siblings/pets, house/flat number.</li> </ul>	<p><b>Literacy.</b></p> <ul style="list-style-type: none"> <li>• Working on children’s emergent writing and mark making.</li> <li>• Encouraging children to mark make in all areas.</li> <li>• Promoting writing/mark making in the inside environment and outside.</li> <li>• Focuses on meaningful marks. E.g names/labels.</li> </ul>	<p><b>Understanding the World.</b></p> <ul style="list-style-type: none"> <li>• Areas around the school; playground, vegetable garden, outdoor classroom.</li> <li>• Talking about where we live (links to community driver) also linking to the differences in the power of reading book; Anna Hibiscus Song.</li> <li>• Opportunities to investigate and explore properties of items/textures.</li> </ul>	<p><b>Expressive Arts and Design.</b></p> <ul style="list-style-type: none"> <li>• Encourage small world play.</li> <li>• Help children to use the creative area and malleable area.</li> <li>• Using technology to take photos (class iPad).</li> <li>• Using the CD player to listen to songs.</li> <li>• Learning familiar songs and rhymes.</li> </ul>

<ul style="list-style-type: none"><li>• Activities with numbers up to 20.</li><li>• Discussing shapes within the environment.</li><li>• Providing measuring activities (water tray, height measure, tape measure etc).</li></ul>	<ul style="list-style-type: none"><li>• Modelling oral blending of words.</li><li>• Phonics sessions, recap phase 1 and moving into phase 2 (if ready).</li><li>• Promoting a love of reading in the class. Book nook, outside book area.</li><li>• Literacy sessions using the power of reading, focus on families.</li></ul>		
--	--	--	--