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| <p>Main focus//Theme: Settling in 'Me and My School' & Owl Babies & Ruby's Worrry</p> <p>Displays: Children's photographs, names Tidy-up board and visual timetable Area signs and how to use them Displays that show routines Displays of children's self-portraits for welcome board</p> | <p>Personal, Social and Emotional Development</p> <p>Developing independence in using the provision – including newly developed outside area Focus on self-help skills: dressing, undressing, using the toilet etc Establish routines for children Helping children and parents to make friends Develop familiarity of the school environment / staff – small group tours of the school taking photos of some key people e.g. FS staff, head teacher, secretary, premise manager, cook etc Opportunities for older children to support younger children (play buddies) SEAL –beginning and belonging</p> | <p>Communication & Language</p> <p>Supporting children in developing listening & attention skills Opportunities for children to talk with adults on one-to-one and small group basis Daily story sessions to encourage increasing attention and recall Set up a listening area where children can listen to stories and rhymes Regular Phase 1/2 activities to develop phonological awareness</p> | <p>Physical Development</p> <p>Provide lots of opportunities for large, physical movement, e.g. climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres etc P.E . gymnastics Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together etc Working alongside children to develop tool use, eg: spreaders, scissors, stapler Understand and reinforce the importance of personal hygiene, especially hand washing</p> |
| <p>Maths</p> <p>Begin to develop a repertoire of number rhymes and songs Focus on rich mathematical environment, especially outside Focus on numbers personal to children , their age, house number, telephone, siblings age etc Provide activities which develop counting skills up to 10</p> | <p>Literacy</p> <p>Working alongside children to develop confidence in emergent writing (graphics area) Focus on a rich literacy environment, especially role play and outside Focus on meaningful print such as children's names, labels in the environment Model oral blending of sounds to make words in everyday contexts Introduce daily phonics session for those who are ready (phase1/2)</p> | <p>Understanding the World</p> <p>Provide opportunities for talk about who we are, where we come from and to get to know one another Provide stories that help children to make sense of different environments <u>Forest Schools</u> becoming familiar with the environment, safety and enjoyment <u>Sustainability/Eco</u> Correct use of bins in classroom, saving energy in classroom, eco code Finding about likes/dislikes, my family, autumn/harvest, Bonfire night/fireworks safety, Divali, understanding my body (when I was a baby and now), healthy eating, Christingle/Advent, Hannukah, the Christmas story</p> | <p>Expressive Arts and Design</p> <p>Encourage and support small world and role play Ensure workshop areas for children to express themselves creatively are set up and children know how to use them (painting, music, technology, malleable etc) Begin to learn a range of familiar songs and rhymes</p> |