



This term, we will be reading *This is a school* by John Schu and Veronica Miller Jamison and *The Invisible String* by Patrice Karst

MATHEMATICS

- 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
- Counting and naming numerals
- Ordering/sequencing numbers
- Exploring and playing with symmetry
- Exploring repetitive patterns
- Count how many & match 1:1
- Know one more/less to 12
- Exploring and playing with symmetry
- Exploring repetitive patterns



UNDERSTANDING THE WORLD (UW)

- 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
- Forest Schools becoming familiar with the environment, safety and enjoyment
- Sustainability/Eco Correct use of bins in classroom, saving energy in classroom, eco code
- Finding about likes/dislikes, my family, autumn/harvest, Diwali, understanding my body (when I was a baby and now), Hannukah,
- Understanding concept of time (past, present, future)

LITERACY

- 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
- Create oral stories (scribed if required)
- Introduction of story mapping
- Introduction of book talk
- Introduce daily phonics session (phase 2) s a t p i n m d g o c k c k e u r h b f l and tricky words: is, I, the
- Introduce guided reading sessions



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

- Developing independence in using the provision – including outside area
- Focus on self-help skills: putting on coats, 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, office staff, premise manager, cook etc
- Opportunities for older children to support younger children (school council)
- Exploring emotions through *Ruby's Worry* and *Owl Babies*

PHYSICAL DEVELOPMENT (PD)

- Provide lots of opportunities for large, physical movement, e.g. balance bikes, climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres etc
- P.E. gymnastics
- Working alongside children to develop tool use, eg: spreaders, scissors, stapler

EXPRESSIVE ARTS AND DESIGN (EAD)

- 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, malleable etc)
- Begin to learn a range of familiar songs and rhymes

COMMUNICATION AND LANGUAGE (CL)

- 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

