



This area of learning involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

This topic focuses on how children get to know about other people and exploring emotions

**SUBJECT AREAS**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MATHS</b></p>	<ul style="list-style-type: none"> <li>• Begin to develop a repertoire of number rhymes and songs</li> <li>• Focus on rich mathematical environment, especially outside</li> <li>• Focus on numbers personal to children , their age, house number, telephone, siblings age etc</li> <li>• Counting and naming numerals</li> <li>• Ordering/sequencing numbers</li> <li>• Exploring and playing with symmetry</li> <li>• Exploring repetitive patterns</li> <li>• Count how many &amp; match 1:1</li> <li>• Know one more/less to 12</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LITERACY</b></p>	<ul style="list-style-type: none"> <li>• Working alongside children to develop confidence in emergent writing (graphics area)</li> <li>• Focus on a rich literacy environment, especially role play and outside</li> <li>• Focus on meaningful print such as children’s names, labels in the environment</li> <li>• Create oral stories (scribed if required)</li> <li>• Introduction of story mapping</li> <li>• Introduction of book talk</li> <li>• Introduce daily phonics session (phase 2) s a t p i n d g o c k c k e u r h b f l and tricky words: is, I, the</li> <li>• Introduce guided reading sessions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PHYSICAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>• Provide lots of opportunities for large, physical movement, e.g. climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres etc</li> <li>• P.E. gymnastics</li> <li>• Working alongside children to develop tool use, eg: spreaders, scissors, stapler</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMMUNICATION AND LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>• Supporting children in developing listening &amp; attention skills</li> <li>• Opportunities for children to talk with adults on one-to-one and small group basis</li> <li>• Daily story sessions to encourage increasing attention and recall</li> <li>• Set up a listening area where children can listen to stories and rhymes</li> </ul>

PSED	<ul style="list-style-type: none"> <li>• Developing independence in using the provision – including outside area</li> <li>• Focus on self-help skills: putting on coats, using the toilet etc</li> <li>• Establish routines for children</li> <li>• Helping children and parents to make friends</li> <li>• 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</li> <li>• Opportunities for older children to support younger children (school council)</li> <li>• Exploring emotions through Ruby's Worry and Owl Babies</li> </ul>	UNDERSTANDING THE WORLD	<ul style="list-style-type: none"> <li>• Provide opportunities for talk about who we are, where we come from and to get to know one another</li> <li>• Provide stories that help children to make sense of different environments</li> <li>• <u>Forest Schools</u> becoming familiar with the environment, safety and enjoyment</li> <li>• <u>Sustainability/Eco</u> Correct use of bins in classroom, saving energy in classroom, eco code</li> <li>• Finding about likes/dislikes, my family, autumn/harvest, Bonfire night/fireworks safety, Diwali, understanding my body (when I was a baby and now), Christingle/Advent, Hannukah, the Christmas story</li> <li>• Understanding concept of time (past, present, future)</li> </ul>
EXPRESSIVE ARTS & DESIGN	<ul style="list-style-type: none"> <li>• Encourage and support small world and role play</li> <li>• Ensure workshop areas for children to express themselves creatively are set up and children know how to use them (painting, music, malleable etc)</li> <li>• Begin to learn a range of familiar songs and rhymes</li> </ul>		