

All About Me Term 1 2017/18

Reception class
07.09.17 - 20.10.17
Nursery class
11.09.17 - 20.10.17
7 week term

IT

Links with parents

Stay and Play session -
Thursday 5th October

Trips and events

No trips this term -
children will spend term 1
settling in

List of stories

- Monkey Puzzle
- Titch
- starting school
- Topsy and Tim start school
- Peace at last

POR:

Blue penguin
Blue chamelon
A bit lost
No dinner
The gigantic turnip

ICT safety - Dot

Foundation stage visit for new parents:
Thursday 12th October at 10am - up to 1 hour



At the end of this term;

- Children will feel settled into their new school
- they will be aware of their new class rules and routines
- they will be on their way to making new friends

Children's interests and strengths are recorded through observations and are used to inform future topics.

Important dates:

- EID - 2nd September
- Harvest - end of September

Personal, social and emotional development

Term 1

Making relationships			
22-36 months	30 – 50 months	40 -60 months	ELG
Shows affection and concern for people who are special to them	Initiates play, offering cues to peers to join them		

Self-confidence and self awareness			
22-36 months	30-50 months	40 -60 months	ELG
Separates from main carer with support an encouragement from a familiar adult.	Can select and use activities and resources with help.		

Managing feelings and behaviour			
22-36 months	30-50 months	40-60 months	ELG
Seeks comfort from familiar adults when needed	Aware of own feelings, and knows that some actions and words can hurt others' feelings	Aware of the boundaries set, and of behavioural expectations in the setting	
Can express their own feelings such as sad, happy, cross, scared, worried			

Personal, social, emotional development – Term 1

Continuous provision and everyday practice

- Key person – making parents and children aware of their key person
- Communication and working together with parents - for a smooth transition for all children.
- Introduce visual time table for use in the classroom (reception)
- Discuss new classroom/ school rules and routines with the class
- Introduce beginning and end of day routines
- Introduce classroom behaviour reward chart
- Introduce children to our toys and resources
- Teach children where toys and resources are kept (both inside and outside)
- Teach children how to look after the toys and resources - so that they can do this independently
- Introduce clear 'tidy up time' routines
- Introduce self-help systems i.e. lunch register
- Star of the day – share achievements with the group
- Children to get to know one another – circle time activity
- Set up play areas for children to play safely – share play ideas
- Plan weekly circle time sessions that enable children to talk, listen, ask questions, contribute own feelings and ideas – main theme - ME
- Set up a role play area which reflects on children's own home
- Join in with weekly discussions about stories and books that emphasise moral issues – link to circle times
- Encourage children to try new activities and to select resources independently
- Encourage children to show awareness of own and others needs
- Provide opportunities for taking turns i.e. to use limited equipment e.g. bikes, computer etc.
- Begin to work in pairs and small groups during classroom activities
- Encourage children to communicate needs with adults
- Set up specific learning areas and teach children how to use the areas

Communication and language
Term 1

Listening and attention			
22-36 months	30 – 50 months	40 -60 months	ELG
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door	Listens to others one to one or in small groups, when conversation interests them.		

Understanding			
22-36 months	30-50 months	40-60 months	ELG
Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”	Understands use of objects (e.g. “What do we use to cut things?”)		

Speaking			
22-36 months	30-50 months	40-60 months	ELG
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Uses talk to connect ideas, explain what is happening and anticipate what might happens next, recall and relive past experiences.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	
Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’			
Learns new words very rapidly and is able to use them in communicating.			

Communication and language – Term 1

Continuous provision and everyday practice

Introduce carpet rules i.e. taking turns in speaking and listening – Discuss and all agree

Encourage imaginative role play in home corner role play, small world play, puppet play

Encourage children to listen attentively in group times

Encourage children to converse with others in all classroom areas

Teach children how to use specific resources/areas of the classroom

Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.

Use resources to help children retell familiar stories in role play and small world etc. i.e. puppets

Encourage children to join in with daily stories, rhymes and songs

Discussions about illustrations during story time/guided reading sessions – comprehension questions

Provide speaking and listening opportunities for children on a 1-1 basis -getting to know the children

Introduce activities and routines with simple instructions

Encourage children to listen attentively to stories

Discussions of likes , dislikes and main interests – clarify the meanings of new words

Listen to music/story telling CDs as a group

Set up a listening area in nursery where children can enjoy rhymes and stories with a TA

Provide EAL children with opportunities to use home language.

Bring in our favourite toys /objects of interest into school and talk about them

Make up own stories inspired by books, poems, pictures, music etc.

Provide opportunities for talking about own families and friends

Physical development
Term 1 - GYM

Moving and handling - gymnastics			
22-36 months	30 – 50 months	40 -60 months	ELG
Runs safely on whole foot.	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands	Can stand momentarily on one foot when shown	Shows a preference for a dominant hand.	
Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment	Draws lines and circles using gross motor movements	Begins to use anti-clockwise movement and retrace vertical lines	

Health and self-care			
22-36 months	30-50 months	40 -60 months	ELG
Feeds self competently with spoon.	Can tell adults when hungry or tired or when they want to rest or play	Eats a healthy range of foodstuffs and understands need for variety in food	
Drinks well without spilling	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Usually dry and clean during the day	
Clearly communicates their need for potty or toilet			

Physical Development - Term 1

Continuous provision and everyday practice

Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area

Join in weekly PE lessons that focus on exploring space and movement – gymnastics

Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.)

Balancing and rolling

Move with control and co-ordination and in a range of ways in time to music

Play starting and stopping on a signal games – traffic light game

Travels with confidence and skill, around, under and over – gym/dance sessions

Discuss 'keeping safe' in P.E, importance of PE rules and safety and use of space

Dressing – i.e. dressing themselves for P.E, dressing up in the home corner

Use baseline assessments of children's self-care to identify which children need additional support/health plans

Morning challenge – letter formation

Provide activities which include gross motor skills swirling ribbons, painting, climbing

Promote fine motor control, hand/eye coordination by using threading, providing jigsaws, sewing, small construction, cutting and chopping

Make collages/models using scissors, glue, tape, paper, junk

Children to explore sensory tables to aid fine motor skills i.e. cornflour, sand, wet paint, dry foods, cooked foods etc.

Daily writing table with a variety of mark making activities for fine motor development

Experiment with drawing lines and circles using fine and gross motor skills

Use paintbrushes and mark-makers

Play with sand and water toys

Model with dough, clay, rolling pins, junk and cutters, etc.

Provide opportunities that give children manipulative skills e.g. cooking, painting, playing instruments.

Provide children with opportunities for using simple tools i.e. pencils and scissors

Adopt healthy and hygienic routines throughout the school day
Introduce: keeping healthy

Discuss posters concerning personal hygiene routines- brush your teeth

Literacy
Term 1

Reading			
22-36 months	30 – 50 months	40-60 months	ELG
Has some favourite stories, rhymes, songs, poems or jingles.	Recognises rhythm in spoken words	Hears and says the initial sound in words	
	Listens to and joins in with stories and poems, one-to-one and also in small groups		
	Knows that print carries meaning and, in English, is read from left to right and top to bottom		

Writing			
22-36 months	30-50 months	40-60 months	ELG
Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint.	Gives meaning to marks they make as they draw, write and paint	

Literacy – Term 1

Continuous provision and everyday practice

Create an environment rich in literacy – i.e. labelled resources, signs, name labels, examples of children’s writing

Provide opportunities for children to retell familiar stories in role play and small world etc.

Encourage children to Join in with group stories, rhymes and songs

Discuss books and stories during story time

Create new stories inspired by books, poems, pictures, music etc.

Discuss an author and begin to look at books by the same author

Introduce children to the book corner/encourage them to look at books alone and with others

Allow children to bring books into school and to take books home

Begin to distinguish sounds using Jolly Phonics and phase 1 Letters and sounds

Provide EAL children with opportunities to use home language.

Introduce reading books for taking home at the end of term 1 (reception)

Begin simple guided reading sessions at the end of term 1 (reception)

Continue to use ‘name’ recognition self registration

Provide a variety of make marking opportunities in and around the setting i.e. in the role play area – home corner, outside area

Add labels for the specific play areas including the role-play area (where necessary)

Provide opportunities for writing in all areas of the classroom – clipboards, dry wipe boards etc.

Practice name writing at every opportunity

Practice forming letters using pens, pencils, crayons, chalks, paints, sand, play dough

Provide activities to develop fine motor skills – popping bubbles, threading activities, small construction

Provide opportunities for painting/drawing; sometimes giving meaning to marks

Form letters in name using pens, paints, sand, by labelling models

All children engage in regular phase 1 phonics ;exploring sounds, rhyme and alliteration

Maths
Term 1

Number			
22-36 months	30 – 50 months	40-60 months	ELG
Recites some number names in sequence	Uses some number names and number language spontaneously	Recognises numerals 1 to 5	
Begins to make comparisons between quantities	Uses some number names accurately in play	Counts up to three or four objects by saying one number name for each item	
Uses some language of quantities, such as 'more' and 'a lot'.	Recites numbers in order to 10	Selects the correct numeral to represent 1 to 5, then 1-10 objects	
Sometimes matches numeral and quantity correctly	Shows an interest in numerals in the environment	Uses the language of 'more and 'fewer' to compare two sets of objects	
	Counts objects to 10, and beginning to count beyond 10		

Shape, space and measure			
22-36 months	30-50 months	40-60 months	ELG
Begins to use the language of size	Shows awareness of similarities of shapes in the environment	Selects a particular named shape	
Anticipates specific time-based events such as mealtimes or home time	Shows interest in shapes in the environment		

Maths – Term 1

Potential spontaneous learning opportunities

Regularly Sing number songs and rhymes as an oral starter to the maths session - Use pictures and props to illustrate counting rhymes

Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly)

Recite number names in order, continuing to count forwards or backwards from a given number

Count a set of objects (5, 10, 20) giving just one number name to each object

Recognise none and zero in stories, rhymes and when counting

Count **sounds, movements, moving things, objects in a circle, blank number track**

Count on fingers

Register – count number of children in class

Introduce shapes and discuss basic properties of shape

Numerals of personal significance – house numbers, ages, birthdays

Ask how many questions ..

Introduce some mathematical language i.e. big/small/biggest/smallest/more/fewer/most/least etc.

Sort cups, plates, knives and forks in home corner

Look at the similarities and differences of 2 groups of objects – how are they different, which group has more...

Sort groups by colour –primary colours

Sort/count sets of animals, compare bears, play people, shapes and other

Play counting games using fingers (and toes)

Encourage mathematical vocabulary during snack time – discuss sharing amounts of objects talk about 1 more, less, full, empty etc.

Provide number labels in the environment

Match number cards to numbers and/or amounts

Take children on a shape hunt on the school playground

Talk about the shapes they can see in the classroom i.e. windows

Understanding
of the World
Term 1

People and communities			
22-36 months	30 – 50 months	40-60 months	ELG
Has a sense of own immediate family and relations	Shows interest in the lives of people who are familiar to them	Enjoys joining in with family customs and routines	

The world			
22-36 months	30-50 months	40-60 months	ELG
Enjoys playing with small-world models such as a farm, a garage, or a train track.	Can talk about some of the things they have observed such as plants, animals, natural and found objects	Looks closely at similarities, differences, patterns and change	
Notices detailed features of objects in their environment.			

Technology			
22-36 months	30-50 months	40-60 months	ELG
Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	Uses ICT hardware to interact with age-appropriate computer software	
	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.		

Understanding of the world – Term 1

Continuous provision and everyday practice

Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc.

Discuss changes, patterns, similarities and differences e.g. Observe and record the weather daily

Use small world and role play to explore other lives and environments

Use photographs and labels around the classroom to help children to familiarise with the setting

Set up activities that provide opportunities for asking why things happen and how they work

Talk about self and immediate family in circle time

Sharing news about our homes and cultures

Discuss special events such as birthdays

Walk around the local environment and look at different homes which we live in – Nature Detectives/spotters

Spend time discussing living things in the environment – how do we care for them

Talk about our homes, families and places that we go to, compare to other children and discuss

Find out about the world through looking at books, pictures, artefacts, talking to visitors

Provide play maps and small world equipment for children to create their own environments

Discuss weather and changes through the term – i.e. autumn to winter

IT sessions to focus on; using beebots , Ipads and cameras confidently

Provide children with wind up toys and toys with flaps and pulleys

Weekly use of IT resources (in reception class) i.e . Beebots and Ipads

Use ICT to support learning/topics in class

Expressive arts and design
Term 1

Exploring and using media and materials			
22-36 months	30 – 50 months	40-60 months	ELG
Joins in singing favourite songs.	Enjoys joining in with dancing and ring games.	Begins to build a repertoire of songs and dances.	
Experiments with blocks, colours and marks	Sings a few familiar songs	Manipulates materials to achieve a planned effect	
	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects		
	Uses various construction materials		

Being imaginative			
22-36 months	30-50 months	40-60 months	ELG
Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	Developing preferences for forms of expression	Introduces a storyline or narrative into their play.	
Beginning to make-believe by pretending	Engages in imaginative role-play based on own first-hand experiences		

Role play opportunities: home corner

Expressive arts and design – Term 1

Potential spontaneous learning opportunities

Weekly EAD provision:

- Introduce children to a wide variety of art materials and how to use them safely
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction
- Explore tools for painting; brushes, sponges, rags and fingers, use these tools to print patterns

Look at paintings and other forms of art and discuss content and style

Explore observational drawings/paintings of faces using mirrors and window panels, noting similarities and differences

Explore different materials/ textures to create collages of own face

Make 3D structures with construction

Children to re-enact own experiences - Home corner role play

Explore sounds, songs and music

Sing songs relating to body parts e.g. "heads, shoulders, knees and toes", "1 finger, 1 thumb", "Tommy Thumb", "Clap your hands and wiggle your fingers", "If you're happy and you know it clap your hands"

Explore using body parts, including voices, to make sounds

Names colours and experiment with them

Painting self-portraits, looking in a mirror at our facial features

Children draw pictures of people that are familiar to them

Make an area of the classroom specific for displaying models safely and explain that this needs to be respected

Observe things closely, record through drawing and modelling
Create collages with different fabrics, papers, foods and materials

Introduce and model use of construction toys – building models

Continue to provide children with a variety of tools and resources for arts and crafts - junk modelling table