

Communication and Language

Learning focus:

- Children to discuss why friends are important and how they can be good friends to each other. Children to bring in something from home that they like and to explain why it is special to them.
- Children to create a friendship recipe and to explain their choices as they add the different ingredients.
- Children to play the Instructions game.
- Children to sit around a 'friendship tree' and to decorate it with friendship cards.
- Children to share any experiences they might have had with the emergency services and to ask any questions they have.

Listening and Attention Intended Skills:

- Knows how to show they are listening
- Understands why it is important to listen.

Speaking Intended Skills:

- Speech is clear and understood -Listens and enjoys sharing a range of books, rhymes and songs. -Uses talk to communicate emotions

RE:

Our topics this half term are:

WORLD FAITHS

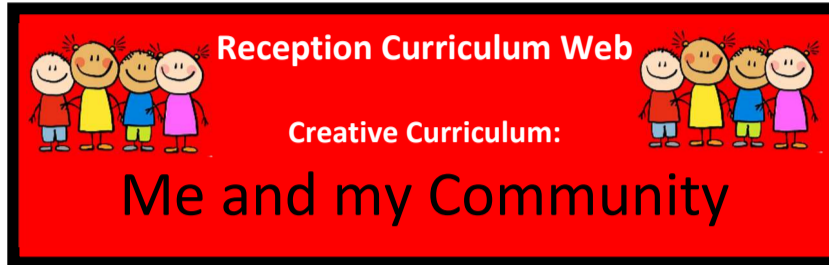
- To understand that Diwali is important for Hindu people.
- To recognise different ways we celebrate together.

MYSELF:

- Children to learn God knows and loves us all; that we are precious to God; God has called us by name.
- Children to explore prayer is talking and listening to God and it is possible to pray at any time.
- Children to have an Introduction to a liturgy and some Scripture from Isaiah and a psalm.

WELCOME:

- Children to learn how to make The Sign of the Cross and to recognise the simple sequence of the Baptismal Rite.



Personal, Social and Emotional Development

Learning focus:

- Children to write friendship and enemy words on pebbles.
- Children to take a walk around the school, to meet those who are there to help.
- Children to choose a friend to do a jigsaw.
- Children to play a variety of team-building games to encourage positive relationships.
- Children to take part in a 'Class jobs board' and be allocated responsibilities.

Self-Regulation Intended Skills:

- Explain to an adult what has happened when they are upset.
- Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.
- Sees themselves as a valuable individual
- Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)

Managing Intended Skills:

- Tries new activities with peers.
- Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset
- Uses the toilet independently and wash their hands well, knowing why this is important.
- Takes part in a variety of exercise

Literacy

Learning focus:

- Children to look at photographs of people who help us in school and to write their name and how they help.
- Children to say the jobs they might do when they are older.
- Children to write a draw a picture and create a thank you letter to someone who helps them at home.
- Children to write labels for their special objects.
- Children to take a digital photograph of a friend and to write, copy or say a sentence to explain their similarities or differences.
- Children to look at a range of books about starting school and friendship for children to look at and enjoy.

Comprehension Intended Skills:

- Joins in with repeated refrains and key phrases.
- Orders 4 pictures or props from a story

Word Reading Intended Skills:

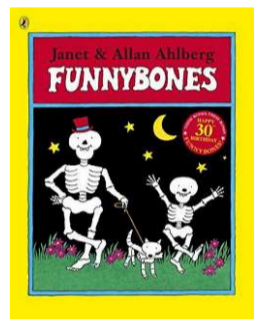
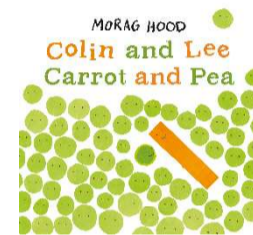
- Spots rhymes in familiar stories and poems.
- Completes a rhyming string.
- Identifies words where they can hear they start with the same initial sound (alliteration).
- Counts or clap syllables in a word.
- Knows that print conveys meaning.
- Begins to read individual letters by saying the sounds for them.

Writing Intended Skills:

- Knows that print carries meaning and in English, is read from left to right and top to bottom.
- Mark makes in different directions
- Makes repeated marks on paper
- Begins to write initial sounds they can hear in words
- Writes their name

Texts will include:

Colin and Lee, Carrot and Pea by Morag Hood
Funnybones by Janet and Allan Ahlberg



Understanding the World

Learning focus:

- Children to share their experiences and routines at home and compare them to each other.
- Children to take a digital photo of a friend and mount the photographs and write a label for their picture.
- Children to arrange a collection of objects related to people who help us in school.
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Intended Skills:

Past and Present Intended Skills:

- Can talk about a past event in their life - Can talk about upcoming events in their life
- Knows they have grown from a baby into a child and that they will get older - Can talk about how they have changed from when they were a baby -Can sequence family members by size and name - Describes who is in their family and discusses similarities, differences and changes

People, Culture and Communities Intended Skills:

- Recognises and describes special times of events for family or friends - Talks about some of the things they have observed in different places - Can talk about some of the similarities and differences in relation to friends and family - Shows interest in the lives of people who are familiar to them - Understands that not everybody celebrates Christmas and Easter - Enjoys joining in with family customs and routines

The Natural World Intended Skills:

- Explores collections of materials, identifying similar and different properties - Discusses how to care for living things and their habitats - Can talk about the environment around them - Talks about changes that happen in the natural environment during Autumn and Winter
- Talks about how we can be safe in the dark

Numeracy

Match and sort:

- Children to explore and match objects which are the same.
- Children to learn that collections can be sorted into sets based on attributes such as colour, size or shape.

Compare amounts:

- Children to sort collections into sets and that these sets can be compared and ordered.

Compare size, mass and capacity:

- Children to learn that objects can be compared and ordered according to their size.

Exploring patterns:

- Children to copy, continue and create their own patterns.

French

Specialist French:

Weekly French lessons taught by Mr Kenway exploring France and its capital. Through songs and interactive games, they will learn to introduce themselves to one another.

Home Learning Ideas

Why not create a 'friends and family tree' together out of photos? Use different coloured lines to draw links that represent family, friends or acquaintances.

You could also create a 'treasure chest' out of the things that make you 'you'. Which possessions couldn't you cope without?

Alternatively, invite friends round for a get-together and discuss memories of happy experiences you have shared.

Expressive Arts and Design

Learning focus:

- Children to set up a small world scene and add a narrative into their play.
- Children to join in with the drama game 'Show me! 'act out' and to follow instructions.
- Children to cut around their handprints and display them as 'leaves' on a class friendship tree.
- Children to explore the different sounds of the drum by playing with fingertips, flat hands, thumbs or a gathering drum mallet.

Creating with Materials Intended Skills:

- Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Uses paints and brushes to make a range of marks - dots, dabs, zig zags, wavy - Uses fabric, boxes, tubes and joining materials to make props - Articulates what they are doing to an adult - Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves)

Being Imaginative and Expressive Intended Skills:

- Uses own experiences to develop storylines
- Talks about stories - Participates in small world play related to rhymes and stories - Watches dances and performances - Knows some nursery rhymes
- Can clap and stamp to a beat - Plays a given instrument to a simple beat - Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched)

Specialist Music:

Weekly music lessons taught by Miss Church developing practical understanding of pulse and rhythm. Through learning songs and rhymes in class, children to learn how to keep in time with each other, sing in a round and develop musical pitching.

Physical Development

Learning focus:

- Children to practise getting dressed and undressed.
- Children to use a large play parachute, playing together to explore different movements.
- Children to practise using a tripod grip on a roll of paper to make their marks more accurate and to create large scale patterns, shapes and marks independently.

Fine Motor Intended Skills:

- Uses a dominant hand - May mark make in palmer grip - Mark makes in different directions - Makes repeated marks on paper -Mark makes left to right - Imitates simple marks such as lines - Imitates shapes - Snips paper moving forward - Draws potato people (no neck or body)

Gross Motor Intended Skills:

- Walks along a low, wide balance beam independently - Holds a controlled static balance on one leg - Catches a large ball between extended arms - Catches a large ball by bringing hands in towards chest - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target - Climbs upstairs using alternative feet - Climbs up apparatus using two feet.

Specialist PE: Mrs Santos and Mr Mackney

Learning Focus: Multi-skills

How: Increasing running confidence; learning different jumping techniques; throwing a variety of objects. Moving under, over, through and between obstacles or play equipment.

Intended Skills: Controlled movements such as judging how hard or soft to throw a ball, or controlling the body when running, stopping, climbing and balancing. Body awareness moving under, over, through and between obstacles or play equipment.