

Literacy (Writing)

Key Text: Once there were Giants

Focus: Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.

Baseline assessments; Rhyme and alliteration; Get well cards to Humpty Dumpty; Lists of items for nursery rhyme characters; Reciting favourite nursery rhymes; Labelling.

Literacy (Reading)

Focus: Knows that print carries meaning and, in English, is read from left to right and top to bottom. Shows awareness of rhyme and alliteration.

Focused phonic teaching learning all of set 1 sounds, green and rotten red words. Weekly spellings (after half term). Practice sounding out and blending VC and CVC words. Daily story and rhyme time.
1:1 reading.

Computing

Focus: Using computing resources to investigate number, Initial sounds and building relationships (PSED)

Children will be using computer resources such as chrome books to help them to develop their skills and understanding of the Early Learning Goals in Mathematics (number), Literacy (initial sounds) and PSED (building relationships). They will also be developing their fine motor skills.

Art (EAD)

Focus: Using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.

Kandinsky inspired self-portraits – prints and pastels.
Observational drawing of fruit and vegetables (Harvest).

Topic Name: All About Me! / Rhyme

How have I changed from a baby?

Class: Inkpen

Communication and Language

Focus: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Enjoys an increasing range of books and discuss stories that have been read through class discussions.



PE

Focus: Maintains balance using hands and body to stabilize.

Focus—Personal and Cognitive.
Co-ordination and Balance.

PSED

Focus: Settling in; school and class expectations. Enjoys a sense of belonging through being involved in daily tasks.

Introduction to Heart Smart: Get Heart smart.

Maths

Focus: Touches each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Creates their own spatial patterns showing some organization or regularity. Finds the longer or shorter, heavier or lighter and more / less full of two items.

Baseline assessments; Scheme of Work: White Rose: Just like Me! Match and sort; Compare amounts; Guess my rule; Odd one out; Compare size, mass and capacity; Making simple patterns.

Science (UW)

Focus: Talks about why things happen and how things work.

Life-cycle of a human; Dark and Light—What are shadows? Observing the effects exercise has on our bodies and how these compare with when we do not exercise. Knowing that we have 5 senses and being able to identify them.

RE (UW)

Focus: Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Thematic—Being Special: Where do I belong? Communities. Harvest Festival and helping others. Settling in; school and class expectations.

History (UW)

Focus: Remembers and talks about significant events in their own experience.

Personal history – identifying similarities and differences between being a baby and now a child.