

PSE: 40-60 months

I can identify something I am good at and understand everyone is good at different things.

I understand that being different makes us all special.

Families: I know we are the same but different in some ways.

I can tell you why I think my home is special to me.

I can tell you how to be a kind friend.

I know which words to use to stand up for myself when things do not go my way.

C.L: 40-60 months

Becoming and expert when listening to others. Awaiting my turn in conversation. Strategies to use and share with parents.

Performing Talk for writing stories with confidence and an ability to express different voices in different ways.

Learning to ask questions of their peers about things they have brought in or made. (how, why, when, where)

Phase 1 phonics to continue alongside RWINC. Matching everyday sounds, finding things that rhyme, and learning different rhymes by heart. Charanga music 'My Stories'

P.D: 40-60 months

P.E Hub: Unit 1 Body Management / Speed and agility.

Using Nelson Handwriting to form recognisable letters.

Use tools effectively such as cookie dough cutters linked to the gingerbread man.

Understanding safety around the oven when baking.

How to keep myself safe in the outdoor yard. Children to do risk assessment.

Making Healthy choices. Understanding what foods come from which animals from the Gingerbread Man story.

UTW: 40-60 months

Where do leaves go in winter? (Science and imagination e.g leaf man by Lois Ehert)

Does a tree die? Hibernation

Why is it dark and colder? (Space and the planets)

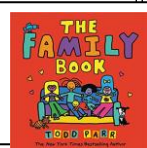
Why do we celebrate things? (Halloween, Bonfire night, Christmas).

Explore light and dark with torches and silhouettes.

Making a simple circuit.

Can we make our own fairy lights?

What is a family?



L: 40-60 months

Learn to blend simple CVC words for reading and segmenting for writing.

Begin to recognise some familiar digraphs and say them.

Use digraphs in words when writing.

Recognise that writing can be done for a variety of purposes.

Provide opportunities for children to understand how writing can be a powerful communication tool both in and outdoors.

Recognise phase 3 tricky words to read and challenge to begin to remember how to write them.

Listen and enjoy a range of familiar stories from Pie Corbett's Reception

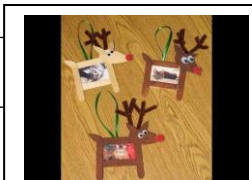
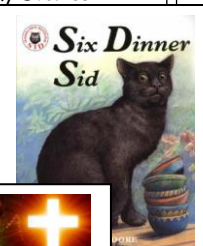
Talk4Writing this term sees the exploration of The Gingerbread Man story.

Opportunities to read recipes and make ginger bread, make maps of his route and make maps of alternative characters and their routes including ones around local area which children can label. Go on a walk to discover parts we could include

Children can make lists of ingredients, a missing poster and what happened next?



Celebrating Winter Autumn



EAD: 40-60 months

Learn to perform some familiar Christmas songs.

Explore different Christmas crafts in whole class teaching and then how to adapt it with their own ideas.

How to represent fire and fireworks in different ways using different media and styles including instruments and P.E equipment such as ribbons and scarves).

Outdoors learn how to flick and spray paint to create effects.

What is pitch? Play games such as pitch ladders and allow children to explore chime bars to change sounds from high to low.

Use of small world outdoors incorporating messy and sensory play (Nativity scene in sand, witches and magic land)



M: 40-60 months

Use a 100 square to show number patterns. •Encourage children to count and talk about and use numbers beyond ten •Make number games readily available for children how to use them. •Display interesting books about number. •Play games and seek that involve counting. •Encourage children to record what they have done by drawing or tallying. •Use number staircases to show a starting point and how you arrive at another point when something is added or taken away. •Provide a wide range of number resources and encourage children to be creative in identifying and devising problems and solutions in all areas of learning. •Make number lines available for reference and encourage children to use them in their own play. •Big number lines may be more appropriate than counters for children with physical impairments. •Help children to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.

Days of the week and months of the year to learn. 3D shape names. Measurements.

Interventions continue on from last term:

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

Good gross and fine motor control, a recognition of pattern, language to talk about shapes and movements, the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

Squiggle While You Wiggle: To be able to write your brain needs to have control over your fine muscles but also it needs to know where its arms are and then hands and the most important part the body for writing ? The fingers! Co-ordination is the key skill in assisting a child to become a successful writer.

Some ideas for developing fine motor control:

Let the children make patterns using pegboards. Provide sewing and weaving activities. Involve the children in chopping and peeling in cooking activities. Provide woodworking tools - pliers, screwdrivers, hammers. Use finger rhymes, counting fingers, playing with words and sounds, etc. Provide small construction toys. Structure sand and water play to include sieving, pouring, picking up toys using tools, etc. Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures. Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on developing the *curly caterpillar*, *long ladder* and *one-armed robot*. Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling. They can make letter shapes and patterns using the modelling media. Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise. Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

Supporting speech and language therapy programmes though individualised planning carried out as far as possible **within the** classroom environment.

Providing areas with activities that support good mathematical development; boxes and materials of different shapes, sizes and weights. Providing measuring equipment across areas so that children make real life experiences of these tools. (Tape measures, rulers, metre sticks, scales, timers both digital and manual. Use natural materials to encourage an enjoyable sensory approach to sorting and counting. Use open-ended block play to stimulate natural learning about size, shape, space and area. Open-ended block play to promote mathematical skills.

'Six quickies' programme; How to encourage a firm and embedded grasp of mathematical number skills in children through open-ended board games that can be adapted to differentiate individual needs.

Phonic programmes set for individual needs and supported daily with children who may be at risk of underachieving (games, phase 1 phonics on going, interventions take place outdoors and in through practical activities whereby children do not know they are receiving intervention input) .

Over and over stories by Pie Corbett.