

hello AUTUMN Term 1



**Week 1 & 2
Settling in & Baselines**

welcome!



**Week 6 & 7
Houses &
Homes**



**Week
3,4 & 5
Me,
Myself & I**



PSED

- Similarities/differences in appearances, skin colour, eye/hair colour, height etc, using mirrors
- Discussions on how Allah has made us all unique & special
- Keywords to express how we are unique on handprints
- Sharing feelings through games
- Importance of physical activity on our bodies
- Sharing likes/dislikes and respecting others
- Browsing catalogues for favourite toys

C&L

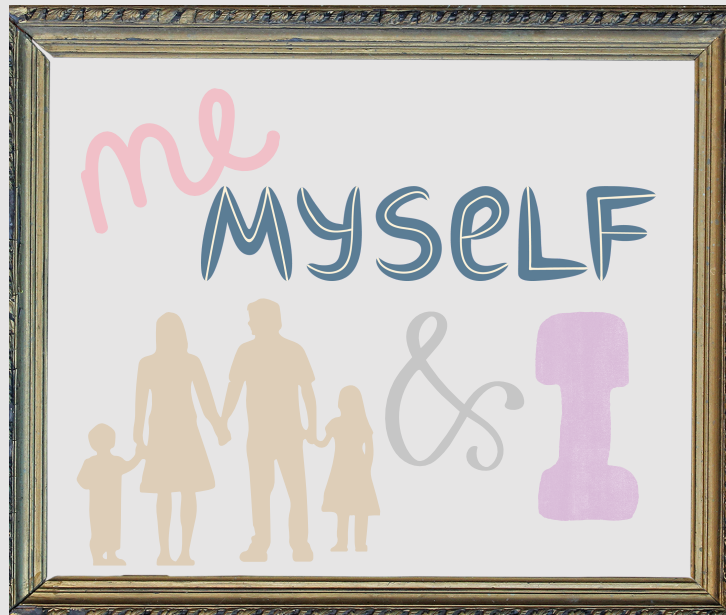
- 'Guess Who?' with friends
- Making stick puppets to use during role play
- Expanding vocabulary when sharing favourites on topics. E.g - animals/colours/food etc
- Learning to listen, respond & share during circle times
- Sharing photographs of selves and significant events
- Sharing about our families and celebrating differences
- Sharing hobbies and family day trips/holidays
- Use mirrors to encourage description of features, e.g - my hair is wavy/curly/spiky/rough/soft etc

EAD

- Follow and understand the instructions to the skeleton dance song
- Explore home corner
- Make body skeletons using cotton buds and black card
- Colour mixing to explore different skin shades
- Singing rhymes : Head shoulders Knees and toes, Hokey Pokey, tommy thumb, brush brush brush your teeth, washing hands,
- Creating self portraits using mirrors, paper plates and materials
- Body outlines using blocks
- Explore feelings through musical instruments. How can sounds help to express themselves?
- Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs
- Miming favourite activities/hobbies
- Hand and foot prints with paint

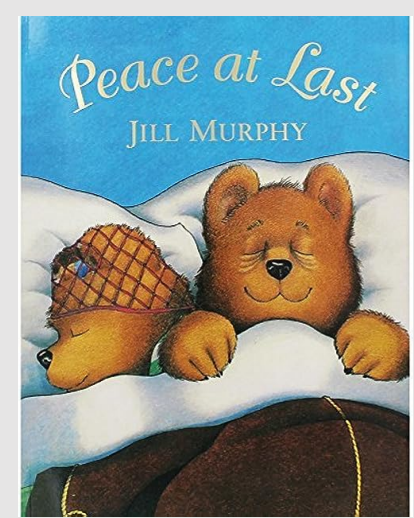
UW

- Using the Paint software to draw portraits
- Go on a sense walk outdoors to explore the natural environment
- Sharing special places
- Discussing the journey to school. How do they travel? Where is the school?
- What important buildings are passed on the way to school?
- Explore simple maps of the local area
- Explore a senses feely box



PD

- What are hands used for? eating, playing, threading, happening, rolling etc
- Making fruit faces to represent themselves
- Observe body changes when you exercise. How does the heart rate change?
- Practice patterns with fingers/resources
- Encourage dressing with zips/buttons/velcro in home corner
- Sharing photographs of own homes and representing them with junk modelling
- Cutting body figures and threading using hole punch and yarn



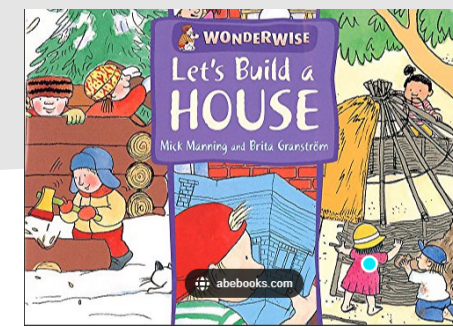
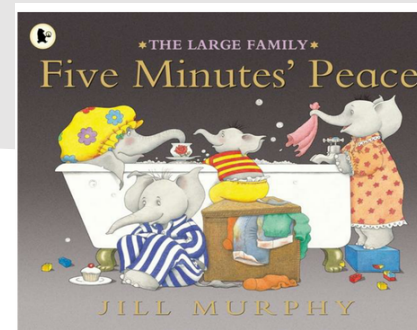
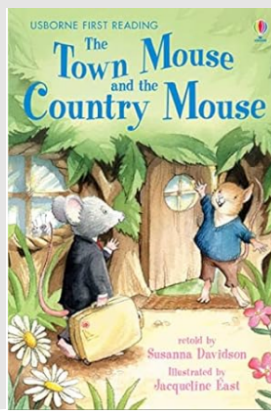
MATHS

- Counting body actions and matching action to number
- Encourage subitising through numbers to 5 and 10 using fingers
- Draw around a shoe. Which objects are larger/smaller than your shoe?
- Have a quiz with children's appearances. Record data. Use language: more than, fewer than, the same
- Hand prints of both hands. Practice numeral writing on each finger
- Measure outlines of body parts with cubes and make comparisons
- Rotate and manipulate shapes to build a person
- Comparing tall and short objects
- Comparing different heights inside the classroom
- Weighing favourite different fruits and vegetables
- Focus - Match, sort, compare amounts/size/mass/capacity, explore patterns

LITERACY

- Matching clothing to body parts. Use magnets to identify letters
- Use sticky notes and blocks to build a name tower
- Share feelings on the chart and match stick to feeling
- Label family members
- Draw a large outline of body and label body parts using letter-sound correspondence
- Read 'Charlie the fire fighter' and share what they would like to be when they are older
- Initial sound of body part on sticky note and stick on friends
- Explore senses vocabulary table
- Practice name writing using different mediums
- Focus - Labels & Captions

HOUSES & HOMES



LITERACY

- Thinking imaginatively about our dream homes.
- Labelling parts of the house/specific rooms.
- What type of house do we live in? Looking at key words to describe houses.
- Posting notes/letters through the door in the writing area.
- Looking at letters that come through the post.
- Learning our addresses in case of an emergency.
- Designing posters for new homes using WOW words.
- Using the computer to research different types of houses.

MATHS

- Manipulating shapes to create houses of various sizes
- Number recognition on door numbers.
- Recording types of houses children live in using pictograms.
- Using appropriate language of 3D shapes when box modelling.
- Sorting household items by size, shape and use.

UW

- Spotting similarities & differences between types of houses.
- Exploring homes of humans and animals and their features.
- Learning about the local area. Exploring a large-scale map. What do we see on our journey to school?
- Learning about each others homes through pictures. Compare and contrast.
- Watching videos of construction sites for new homes. Looking closely at the machinery and the foundations of a home.
- Who lives with us in our homes? All families are unique and special.
- Looking at olden day homes and more modern current homes.

EAD

- Creating a minibeast home outdoors.
- Mixing paints to create colours to paint a street of houses.
- Making representations of the local area using construction/loose parts.
- Using box modelling materials to create a house.
- Building underwater homes for sea creatures in the water tray.
- Decorating the home corner with wallpaper, strips of paper & paint materials.

CL

- Identify types of homes in the local area on a walk.
- Recognise and talk about similarities/differences between homes and localities.
- Explore homes around the world. Observe pictures and thin of questions to ask about them.
- Exploring vocabulary : types of rooms, houses, materials used to build houses
- Playing a listening game, where children are tuning into specific sounds from rooms in the house.
- Exploring everyday home items and sharing through talk what they are used for.

PSED

- Encouraging children to take on chores in the setting, just like a house.
- Talking about 'stranger danger' and what to do.
- Looking at dangerous situations in the home, and how to keep safe.
- Appreciating how lucky we are to have warm and safe homes.
- Looking at families around the world and the homes they live in.
- Sharing our favorite rooms in the house and what we do in them.
- Exploring the home corner, with focus on the kitchen.

PD

- Using natural materials to build dens & homes such as: sticks, logs, leaves etc.
- Cutting and pasting appropriate household items into their rooms in the house.
- Polishing fine motor skills by using tweezers and pompoms, to decorate a large house.
- Playing 'build a house game' with a timer to encourage balancing and team work.

