

hello AUTUMN Term 1



welcome!

Week 1 & 2
Settling in &
Baselines



Week
3 & 4
Me, Myself & I

Week 7 & 8
Materials



Week 5 & 6
Shopping



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

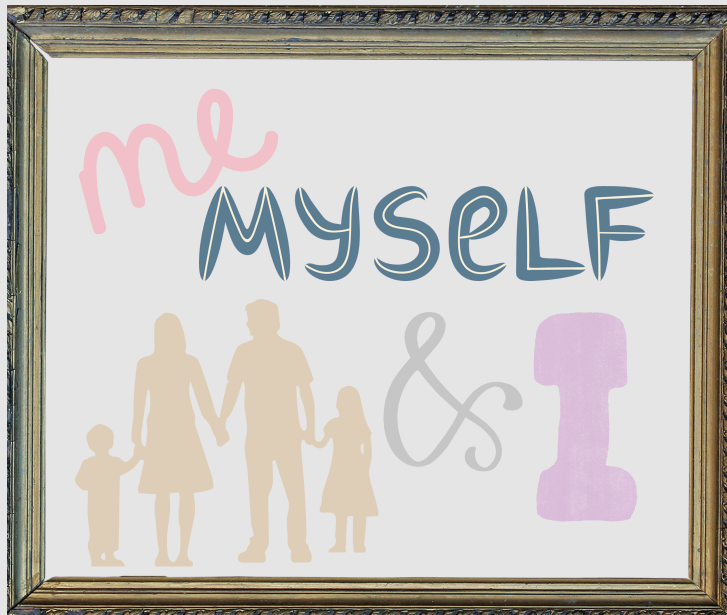
- 'Guess Who?' with friends
- Making stick puppets to use during role play
- Expanding vocabulary when sharing favourites on topics. E.g - animals/colours/food etc
- Learning to listen, respond & share during circle times
- Sharing photographs of selves and significant events
- Sharing about our families 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

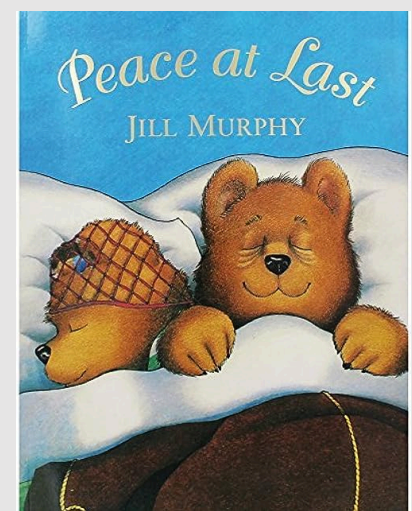
UW

- 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
- PE focus - My body



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

PSED

- Sharing where children may go to shop with their families and their favorite shops.
- Sharing shopping memories.
- Discussing about rules/manners during shopping. We must not take items without paying.
- Sharing some special/valuable items with sentimental value. Encouraging children to bring in their favorite toys and share why they are special.
- Using a coin as a talking object to pass around the circle. Encouraging children to share what they would like to buy.
- Looking at pictures of local charity shops.
- Working collaboratively to create shop models using construction materials.
- Exploring pop up roleplay of chosen shops: tea shop, florist etc.

PD

- Negotiating space as we 'rush to the shops', during outdoor play.
- Using tweezers to add fruit counters to baskets, to work on fine motor skills.
- Creating roleplay fruit items using salt dough and paint.
- Following shopping instructions and matching to movements. Such as: push the trolley, checkout, go shopping! Etc.
- Exploring cutting in catalogues to fill up our own trolleys.
- Maneuvering around obstacles on bikes as delivery drivers.
- Dressing up as shopping assistants/delivery drivers, with clipboards, lanyards, aprons, satchels etc.
- Modeling playdough to make fruit and vegetables.
- Discussing healthy and unhealthy plates of food and why a balanced diet is important.
- PE focus - My body

CL

- Playing an 'I went to the shop' game in small groups.
- Sharing own experiences of shopping trips with families.
- Using listening skills to count how many coins are dropped into a tin.
- Playing 'Kim's game' and working on recalling the shopping items in the tray through descriptive vocabulary.
- Role play and actively participate in '5 currant buns' rhyme.
- Introducing frequent phrases in shopping: 'please, thank you, how can I help you'.
- Drawing the high street onto a long paper roll. What can children spot in the locality?
- Encouraging use of prepositions in the role play shops.
- Using walkie talkies when roleplaying delivery drivers.

EAD

- Exploring how colours change through mixing, and create new colours to complete the fruit basket.
- Exploring texture of different fruits and vegetables, and creating observational drawings of them.
- Decorating shopping bag using a range of resources.
- Making 3D shopping baskets using paper plates, and filling them with items from a magazine.
- Painting signs for the different areas of the supermarket, for example: bakery counter, fish counter etc.
- Creating shops using box modelling materials.
- Exploring role play areas: Tea shop, Book store. Taking on various roles.
- Exploring small world supermarkets.
- Making role play tills using cardboard boxes. Closely looking features of a till.
- Using objects to create sounds effects for a supermarket. E.g: announcements, money shakers for the till etc.
- Using stickers and mark making to add to products to sell in the role play shops.

LITERACY

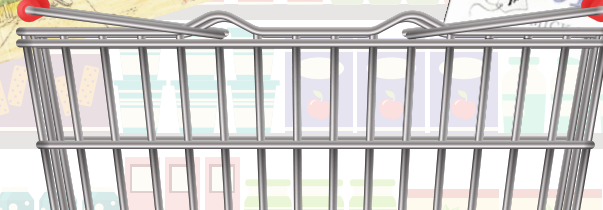
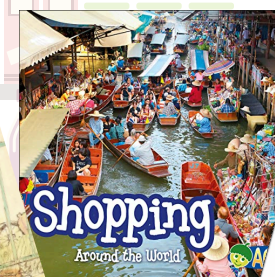
- Explore print around us, through reading familiar packaging, logos and print.
- Writing shopping lists for the 'teddy bears' picnic. What will we need?
- Reading ready made shopping lists and packing items into boxes in the role play shop.
- Challenge children to think of different items they can buy from a supermarket, for letters of the alphabet. A-a-apples, b-b-bread etc.
- Creating a secondhand bookshop, encouraging children to make posters, price tags, for small amounts of money.
- Encouraging children to explore basket/trolley shaped papers to write shopping lists in the mark making area.
- Making name badges using post it notes, and use them as props for the role play area.
- Labelling different types of shops and what items they might contain. Looking at butchers, florists, supermarkets, clothing stores, Fruit&Veg shops, cafes etc.
- Writing special offers/signs on blackboards.
- Writing receipts in the pop up role play area.
- Literacy focus: Non-fiction texts and stories.

MATHS

- Matching numbers on baskets to items.
- Exploring a supermarket containing a variety of 2D and 3D shapes. Encourage children to use appropriate vocabulary to describe items.
- Encourage subitising, for objects inside the basket. Exploring 1 more and 1 less.
- Exploring real coins, looking closely at colours, shapes, sizes and numbers.
- Exploring weight of items in the role play shop by using balance scales. Which is the heaviest/lightest?
- Exploring the box modelling area to make shopping bags/baskets, and looking at the shapes and sizes being used.
- Sorting money coins by colour, shape, size or value.
- Maths focus: Exploring numbers 1,2,3

UW

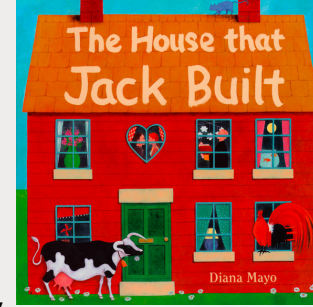
- Playing the game 'Which shop?', to identify different shops and the items they sell.
- Visiting a local supermarket. Taking a shopping list to make a recipe for snack.
- Using a camera to take pictures of the different types of shops in the local area.
- What shops do children go to with their families?
- Looking closely at shops in the olden days, and comparing them to now.
- Invite a shopkeeper to discuss their role, and encourage children to ask questions.
- Explore how we can now shop online. Explore some websites on the computer and tablets.
- Drawing familiar shops on paint.
- Directing the Beebot to get around the shops on a paper by showing spatial awareness and positional language.
- Encouraging children to take photographs of shops/signs around them and share with the class.
- Drawing maps on large pieces of paper. What else can we see around us? Shops, people, roads, transport.
- Making a plant shop. Growing some plants, observing their growth and taking care of them. Selling these to other classes.



MATERIALS

PSED

Literacy



EAD

- Using various materials (fabric, paper, natural items) to create a collage that represents different emotions.
- Discussing how certain materials might make them feel (e.g., soft fabric feels comforting).
- Roleplaying the story of three little pigs and how they felt after building the houses.
- Sharing a material from home and discussing its properties and why they like it.
- Using construction materials to collaboratively create something
- Using pairs of objects from the same material and children find their match fostering co-operation.
- Exploring sensory activities.
- Sharing one material from the environment and why they are grateful for it.
- Creating a map for different areas and children place labels and drawings of different materials .

CL

- Exploring non fiction books related to materials.
- Applying newly learnt vocabulary.
- Using a story sack with different materials to retell stories.
- Building a vocabulary wall related to materials.
- Exploring a feely bag with different materials and expanding vocabulary to describe how it feels.
- Applying understanding of materials to stories.
- Using describing words to sort and compare different materials, smooth, hard, rough.
- Exploring the roleplay recycling centre.

PD

- Making imprints in the play dough using different materials and textures.
- Bury treasures in the sand tray for the children to dig out using magnets
- Creating different patterns using their fingers in sand, shaving foam, paint, cornflour.
- Painting with water brushes on a dry ground- exploring how marks disappear from different materials
- Creating waterways by using guttering pipes for pouring water from one tub to another.
- Creating a large story telling chair using large scale junk modelling materials.

- Writing on different materials, and exploring texture.
- Labelling different areas of the classroom using phonetic knowledge.
- Exploring different material sounds on your outdoor walk.
- Making lists of different materials in the environment.
- Writing instructions for building a house using different materials.
- Using new vocabulary to describe materials.
- Exploring different fiction/non fiction books related to materials .
- Writing HFW's on w/b's and painting over with water.
- Making posters to encourage recycling.

Maths

- Freeze numbers in a tray- can children recognise the numbers before they melt?
- Sorting different materials according to their size, colour and texture.
- Creating rubbings of different items- can children recognise the 2D and 3D shapes and patterns?
- Using scales to compare the weights of different materials. Why?
- Exploring the capacity of different materials- which hold less and which hold more .
- Going on a materials hunt and completing a tally chart/pictogram.

Maths focus - Circles & Triangles

UW

- Material adventure walk-explore all the different materials in your surroundings.
- Providing a variety of rocks and stones and encourage children to use magnifying glasses to explore.
- Material scavenger hunt- provide a list of materials to find around the setting.
- Discuss nature vs man made materials like wood and plastic.
- Exploring different materials used to make products around the setting.
- Developing a deeper understanding of recycling and our surrounding.
- What does eco friendly mean?

- Creating hanging mobiles by hanging natural materials together.
- Mixing paint with different materials like salt or flour to create different textures.
- Using a variety of different recycled materials for box modelling.
- Exploring materials and patterns through print.
- Using different materials like pots and pans to create a rhythm.
- Weaving different materials on a weaving frame.
- Painting on different materials like bubble wrap, foil.
- Creating rubbings of different materials using crayons etc.
- Making boats using different materials- which material would make the best boat?
- Making kites using appropriate materials.
- Creating a shadow and explore how different materials look.
- Exploring the different joining materials - sticky tape, glue, stapler, string etc.

VOCABULARY

Me, Myself & I		Shopping		Materials	
My Body	pet	florist	shop	wood	sugar
My Family	smell	shopping	basket	metal	water
healthy/unhealthy	eye colour	money	trolley	plastic	soft
likes/dislikes	body parts	pay	shopkeeper	brick	hard
hair	5 senses	customer	bakery	fabric	transparent
skin colour	see	old	clothing	texture	flexible
different	feel	choose	groceries	paper	waterprrof
hear	age	full	supermarket	ice	stretchy
taste	feelings	empty	local area	glass	smooth