

Understanding the World

Passage of time (order days of the week, months of year and seasons in chronological order)

Ordering jobs of the day – daily routine

Talk about the daily calendar

Notice changes in our environment related to the weather changing seasons
Comparing the environment between home and school. Talk about features of school e.g. hall, playground, dinner hall, classroom)

Identify features of the Quad and School (hall, playground, classroom, mud kitchen, bridge, trees, grass, patio)
Talk about where we live – Stockport, England, UK

F2: Which people are special and why?

Talk about people who are special to them

Say what makes their family and friends special to them

Identify some of the qualities of a good friend

Recall and talk about stories of Jesus as a friend of others

Recall a story about a special person in Sikhism and talk about what can be learnt from it

Identifying and observing growing things in our environment (at school)
Make observations of plants in their environment and talk about changes
Discuss similarities and differences in relation to plants: trees, flowering plants, vegetables
Planting a tree – do all plants grow from a tree?
Naming animals / plants in nursery rhymes

Working Scientifically: Observing over time

What is a computer? Uses?
Mouse control
Model use of iPads
Introduce to Computer Suite / Media Room

Communication and Language

Carpet rules / Teacher modelling - good looking, good listening, good sitting, good lips, good turn taking

Play games “Simon Says...” and use “Ready, Steady, Go!”

What sounds can you hear? – listening walk

Circle time / News / Show and tell / Talking partners

House SPA – encourage children to talk about what is happening, and to act out the scenarios in character (child in role)

Use stories to focus children’s attention on predictions and explanations. Which is your favourite story? Why?

Introduce circle time and talking object

Demonstrate conventions e.g. turn taking, listening, not interrupting etc.

Use puppets/actions to accompany rhymes. Tales Toolkit.

Literacy

Baseline assessments

Unit 1;

s, a, t, i, p, n

Introduce a range of quality texts over the half term for children to listen to and explore.

Class lists written of new words and meanings

Whole Class Reading; quality texts, signs, labels, daily story-time

Group/ Individual Teaching of Reading; use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Explorer’s Den and Outdoor Quad Area activities – encourage children to talk about what is happening, what they are doing, adult-child conversations, child-child conversations, act out the scenarios in character (child in role) inspired by quality texts, DEAL activities.

Writing with teacher modelling to whole class and guided writing sessions.

Focussed writing activities and opportunities for writing in all areas of play e.g. construction area, outdoor play.

Tales Toolkit

Gross & Fine Motor Skills;

Holding a pencil, using whiteboard pens, scissors and paintbrushes

Gross motor; construction – moving large objects in outdoor provision, use of climbing frame, brushes, golf clubs etc

Dough Disco, Squiggle While You Wiggle

Banks Lane Infant & Nursery School



Y Rec-Term 1:1

Adventure Awaits!

Why should we try new things?



Expressive Arts and Design

Use paint to create pictures and patterns of their choice.

Explore and select different colours to represent things.

Create simple drawings to represent their ideas and Imagination.

Create simple playdough models to represent things – eg biscuits, people, dragons etc

Take inspiration from the Diwali festival / culture. Explore patterns, drawing rangoli art in chalk and using ICT. Make a diva by sculpting clay for a given purpose, building up their control and concentration.

Personal, Social & Emotional Development

Growing in confidence

Confidence to mix with new children and attempt activities in a new environment.
Being able to talk positively about oneself

How do we decide how to behave?

Class/school and playground rules. Adjusting behaviour to different situations
Circle time introduce- listening to each other

British Values – rule of law

How do we feel?

Circle time introduced – how do we and others show our feelings? Scales introduced
British Values – mutual respect

Why am I a good friend?

Working together as a group /in pairs. Developing relationships with staff and peers.
Humpty Dumpty wall building
Finding a special friend

How do we feel?

Circle time introduced – how do we and others show our feelings? Scales introduced
British Values – mutual respect

How can we be healthy and more independent?

Toilet rules –efforts at independence encouraged (on going). Effective hand washing and the reasons that it is important .Getting dressed by ourselves. First Aid Bay monitors introduced

How do we keep safe?

Physical Development

Unit 1

Be aware of the space around them and move safely about the room, make simple shapes with their bodies, travel on feet in a variety of ways, recognise repeated sounds and sound patterns and match movements to music
Following Megs and Peas

Holding a pencil, using whiteboard pens, scissors and paintbrushes

Gross motor Construction – moving large crates in outdoor provision

Mathematics

Getting To Know You - Key times of the day, class routines. Exploring the continuous provision inside and out.
Where do things belong? Positional language.

Mastering Number

Subitising -quantify sets of objects by perceptual subitising, rather than counting.

-Represent the number in a given set using different objects.

-Name quantities with number words (e.g. “I can see 3.”)

-Match sets to numerals.

-Make arrangements that can be subitised.