

## 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.  
Introduce a range of Nursery Rhymes over the half term for children to learn and repeat. Children to say which is their favourite rhyme and why? Use puppets/actions to accompany rhymes  
Tales Toolkit

## Expressive Arts and Design

To make and evaluate a wall for Humpty Dumpty to sit on (Structures)  
Free choice - building with lego, duplo etc  
Using gluesticks, spreaders and sellotape (dispensers) to join materials  
Keep the user and purpose in mind

Exploring colour for purpose - painting, imaginative drawing with different media - drawing, playdough - sculpture, clay divas for Diwali - sculpture and painting

### Charanga - Me!

Listening and responding to different styles of music  
Embedding foundations of the interrelated dimensions of music  
Learning to sing or sing along with nursery rhymes and action songs  
Improvising leading to playing classroom instruments  
Share and perform the learning that has taken place

### GHW (Gill Henderson-Wilde):

Explore and use different voices, sing more accurately within a limited range, begin pitch-match individually with growing confidence, demonstrate and respond to loud and quiet sounds, join in with rhythmical movements to a steady pulse, recall simple songs and patterns, understand how our voice can change in pitch

## Banks Lane Infant & Nursery School



### Y Rec-Term 1:1 Nursery Rhymes How I wonder what you are ...

## Literacy

Letters and sounds programme / Read Write Inc – regular systematic synthetic phonics sessions. Phase 2: set 1: s, a, t, p  
set 2: i, n, m, d  
(Phase 2) HFW Read: is, it, in, at, and

Teacher model the use of theme related non-fiction texts. Provide texts in the book corner, SPA and on the computer/ ipads

Writing with teacher modelling to whole class and guided writing sessions  
Focussed green light writing activities and opportunities for writing in all areas of play e.g. construction area, outdoor play  
Children draw their favourite Nursery Rhyme and teacher annotates why it is their favourite

## 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?

Staying safe at school – class, school and playground rules  
British Values – rule of law, individual liberty

## 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

Dough Disco, Squiggle Whilst You Wiggle

## Mathematics

### Numbers and Place Value

–Numbers to 5

### Addition and Subtraction – Sorting

-Sorting into groups

### Numbers and Place Value - Comparing groups

- Comparing quantities of identical objects

- Comparing quantities of non-identical objects

### Addition and Subtraction - Change within 5

- 1 more /1 less

### Measurement - Time

-My day