



# Marvellous Me

## Autumn 1 2020



### Personal Social Emotional Development

#### Making Relationships

Circle time discussions - we are like one big caring family. What makes a good friend? How can we support each other?

Role play different situations.

#### Self Confidence and Self Awareness

Given tasks to do e.g giving out resources, holding the door open, shutting the door.

Introduced to new adults and children in the school - In collective worship, at lunch time and playtime.

Free play in and outside. Circle time, show and tell.

#### Managing Feelings and Behaviour

Circle time - discussing feelings and reading other people's feelings.

During play talking through confrontations and learning to share resources.

Learning to look at adults and peers before talking to them - understand about waiting to speak.

Learning to cope with changes in routine.

### Texts

My Mum is fantastic,

My Dad is brilliant - Nick Butterworth

My Brother - Anthony Browne

The growing story - Ruth Krauss & Helen Oxenbury

Your fantastic elastic brain - JoAnn Deak & Sarah Ackerley

### Physical Development

#### Moving and Handling

PE sessions - Moving freely, avoiding obstacles, runs, hops, jumps, slides.

Begin to catch and throw a large ball.

Beginning to hold a pencil correctly.

#### Health and Self Care

Learning to express own needs - hungry, thirsty, discomfort etc.

Beginning to think about what happens to our bodies when we exercise.

Learning to go to the toilet and wash and dry hands and get dressed/undressed independently.

### Communication and Language

#### Listening and Attention

Circle time - taking turns to speak and listen to each other. Show and tell - listening to others talk about what they have bought.

Stories during topic time and at the end of each day. Recall stories, say how they think the story will end.

Develop language through stories and role play.

#### Understanding

Learning to draw round hands/feet and objects and begin to use scissors, hole punches, rulers etc.

Assessment - prepositions using toys.

Responds to simple instructions, e.g. to get or put away an object at tidy up time and home time.

#### Speaking

Circle time and story time - extend language to include more complex sentences (e.g. using and, because).

Talking about what they did at the weekend/ during the holiday/ last night etc. Scaffold sentence structure.

## Literacy

### Reading

Handles books correctly.

Listening, joining in with and recognising rhyme in nursery rhymes and rhyming stories.

Encouraged to join in with stories repeated refrains and reading phonic words. Questioned about the stories and asked to predict the ending.

To sequence stories using the pictures.

In Phonics learning single sounds and how to blend them to read words.

### Writing

Encouraged to talk about marks they make on paper in the sand on the playground with chalk etc.

In Phonics begin to form letters and simple words.

Beginning to write own name by copying.

## Mathematics

### Number

Recites and uses some number names during singing, choosing and maths activities. Counting out objects eg conkers.

Beginning to count groups of objects and match the correct numerals.

Beginning to represent numbers using fingers, marks on paper or pictures.

Beginning to form numerals correctly.

Using objects to make groups.

Begin looking at measure - measuring each other - shortest/tallest + hands and feet.

### Shape, Space and Measure

Looking at 2D shapes making patterns and pictures. Naming 2D shapes and beginning to look at their properties.

Using toys to learn about positional language and order by size.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

## Understanding the World

### People and Communities

Circle time and talking about what they have done at home – encourage to talk about their experiences and the people in their lives.

Look at their faces and talk about what make them unique, and can talk about some of the similarities and differences in relation to friends or family.

### The World

Show and tell talk about the things that they have brought into school.

Begin to look at how things work – bikes, battery operated toys etc.

Begin to think about taking care of living things – our fish their pets.

### Technology

Learn how to turn on CD player and use the headphones to listen to stories/music.

Beginning to turn on computer and select a game to play.

## Expressive Arts and Design

### Exploring and Using Media and Materials

Taking part in ring games and beginning to express themselves when music is put on.

Singing a range of songs at the end of the music - encouraged to sing their own songs.

Music lesson once a week + Heartbeeps learning to move rhythmically and keep a beat. Using musical instruments to experiment with changing sounds and rhythms.

Using a range of collage materials to think about different textures.

Building with large and small blocks.

### Being Imaginative

Observing what others do and learning which activities they enjoy and which they don't.

Learning from stories from books and on screen how to begin using their imaginations in role play and with small world play.

## Phonics

### Letters and sounds using Storytime phonics

The children will begin to learn the single sounds of the letters of the alphabet. They will learn how to blend the sounds together to read words. Initially they will bring home the sounds they are learning and a board to build words on. Very quickly they will move on to bringing a reading book home that they can read by segmenting and blending the sounds.

