

Math

Early Mathematical Experiences –

Counting rhymes and songs.
Classifying objects based on one attribute.
Matching equal and unequal sets.
Comparing objects and sets.
Subitising.

Ordering objects and sets / introduce manipulatives.

Number recognition.

2D Shapes.

Pattern and early number –

Recognise, describe, copy and extend colour and size patterns.

Count and represent the numbers 1 to 3.

Estimate and check by counting.

Recognise numbers in the environment.

Physical Development

Fine Motor - Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw large lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – vertical lines
Gross Motor - Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.

The children will be following Real PE and learning basic skills such as running, balancing and ball skills.

Colourful Me! Hazel Class Autumn 1 2022/23

EYFS Understanding the world

The children will be starting to identify their family, through commenting on photos of their family, naming who they can see and of what relation they are to them. The children will be talking about what they do with their family and places they have been with their family. We will also be looking at drawing similarities and making comparisons between other families. We are going to read fictional stories about families and start to tell the difference between real and fiction. We will talk about members of their immediate family and community. The children will be learning to navigate around our classroom and outdoor areas, by creating treasure hunts to find places/ objects within our learning environment. We will be introducing the children to different occupations and how they use transport to help them in their jobs. We will be listening out for and making note of children's discussion between themselves regarding their experience of past birthday celebrations. We will also start to look back in time and how time has changed, using cameras.

Expressive Arts and Design

Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Making Superhero masks.

Charanga Music - 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

English

Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases.

Phonic Sounds: Level 1 and 2. Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

Reading: Hear general sound discrimination and be able to orally blend and segment.

Emergent writing:

Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling:

Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

PSED

Aware of own feelings, can talk about feelings using words. Know they can rely on teachers, friends and buddy for support. Can inhibit own actions and welcome distractions when upset. Understand behavioural expectations. Know what they like and don't like. Understand the classroom rules. Can independently organise themselves in the morning. Can manage their own personal hygiene. Interested in others and starting to join in. Engage in positive interactions with adults and peers. 2 Zones of Regulation