

Starting school,

Sharing news and holidays

Welcome to school! We are going to share our Floppy books, Chatterboxes and Holiday scrapbooks. There will be lots of time to talk and listen to each other.

Time also to explore the learning environment and .....to make new friends!

We will be remembering our Summer Holiday and sharing family news through role play and finding out about each other, our special families and what makes us all unique!



# Festivals

Autumn is a colourful time of year.

We will be celebrating the changes around us and enjoying festivals and special days.  
We will be preparing for our own Christmas during Advent.

Light & Dark



Fireworks

Diwali

Harvest



Autumn

Advent Christmas



Poppy Day



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| <p>ELG 10 Writing</p>   | <p>They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>  | <ul style="list-style-type: none"> <li>• Weekly individual reading of school scheme reading book</li> <li>• Daily Book Time to look at books available in the class book area.</li> <br/> <li>• Daily phonics : Phase 1 to develop children's good listening skills. Phase 2 to teach initial letter sounds &amp; extend individuals appropriately depending on abilities</li> </ul> <p>There will be a parent information meeting on phonics.</p> <ul style="list-style-type: none"> <li>• To mark make in Role Play areas</li> <li>• Writing for a PURPOSE eg: Writing a card for celebrations.</li> <li>• Writing outside &amp; in the classroom- use of various resources- clipboards, stickers, whiteboards, chalks, post it notes, paint.</li> <li>• Write Dance programme for developing mark making and motor control through music and movement.</li> </ul> |
| <p><b>Communication &amp; Language</b></p> <p>ELG 01 Listening and attention:</p><br><p>ELG 02 Understanding</p><br><p>ELG 03 Speaking:</p> | <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have</p> | <ul style="list-style-type: none"> <li>• Children will learn good listening skills through songs, visual clues and modelling of good practice.</li> <li>• Special listening Moments every daily as part of Phase 1 phonics teaching.</li> <li>• Listening to stories, listening to friends, sharing Holiday scrapbooks &amp; Chatterboxes.</li> <li>• Listening &amp; circle games and songs, rhymes with actions</li> <br/> <li>• 'Challenge' children to try new things &amp; to take risks</li> <li>• Encourage questions to be asked &amp; answered</li> <li>• Collective Worship with year 6 buddies <b>Friday 21<sup>st</sup> September @ 9:00</b></li> </ul>  |

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|   | <p>happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>  |  |
| <p><b>Personal, Social &amp; Emotional Development</b></p> <p>ELG 06 Self-confidence and self-awareness</p> <p>ELG 07 Managing feelings and behaviour</p> <p>ELG 08 Making relationships:</p> | <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> | <ul style="list-style-type: none"> <li>• Linking to Characteristics Of effective Learning &amp; children developing more responsibility over their style of learning linked to the animals eg: focused frog, trying turtle, confident cheetah</li> <li>• Children will encouraged to talk about their learning and good listening will be modelled by adults.</li> <li>• School reward system of Dojos to be linked to animals and styles of learning &amp; behaviour and good manners.</li> <li>• Group activities to encourage turn taking and sharing</li> <li>• Sharing feelings and how we can show these.</li> <li>• Linking to school Mission Statement of Recognising Christ in Everyone through how we treat &amp; respect each other.</li> <li>• Friends- what makes a good friend?</li> <li>• Golden Star for a day with the Reward of Floppy the Dog.</li> <li>• Good Choices linked to Busy Bees and flower behaviour management display</li> </ul> |

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| <p><b>Physical development</b></p> <p>ELG 04 Moving and handling:</p> <p>ELG 05 Health and self-care:</p>                        | <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>  | <ul style="list-style-type: none"> <li>• Use of simple PE apparatus- &amp; moving in different ways in the Hall :with In2Sport Coaches.</li> <li>• Moving around in the Forest Area safely following -' Ranger Rules '</li> <li>• Funky Fingers : Daily fine motor tasks available in free flow play eg: tweezers to pick up small items, play dough, jigsaws</li> <li>• Gross motors skills developed through forest day work &amp; sports day skills eg: rolling logs, throwing balls</li> <li>• Motor skills through movement to music Write Dance</li> </ul> <ul style="list-style-type: none"> <li>• Water bottles available at all times and the importance of drinking water, taking exercise, resting and eating healthily</li> <li>• Regular times to use the toilet and hand washing and drying rules.</li> </ul>   |
| <p><b>Mathematics</b></p> <p><u>Mathematics Mastery Scheme</u></p> <p>ELG 11 Numbers</p> <p>ELG 12 Shape, space and measures</p> | <p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> | <p>We are using <u>Mathematics Mastery</u> as a scheme this year. This term is outlined as below:</p> <p>Daily Maths meetings:</p> <p><u>Number:</u></p> <ul style="list-style-type: none"> <li>□ Counting on and back within ten along a number line (vertical and horizontal)</li> <li>□ Conservation of number and cardinality activities, for example, 6 is still '6' in any arrangement and the number will stay the same unless more are added or some are taken away</li> <li>□ One more and one fewer within 3, 6 and then within 10</li> </ul> <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> <li>□ Recognise, create and describe two-criteria patterns of colour or size</li> <li>□ Matching shapes that are the same</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>□ Introduce comparative long, longer, longest, short, shorter, shortest, tall, taller, tallest, big, bigger, biggest and small, smaller, smallest</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>□ Sequencing daily timetable</li> <li>□ Days of the week</li> <li>□ Months of the year</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>□ Introduce coins 1p, 2p, 5p and 10p</li> </ul> |

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|  |   | <p>and teaching units ...</p> <ol style="list-style-type: none"> <li>1. Early mathematical experiences ( classifying ... matching .... comparing .... ordering )</li> <li>2. Pattern and early number</li> <li>3. Numbers within 6</li> <li>4. Addition and subtraction within 6</li> <li>5. Measures- length</li> <li>6. Shape and sorting</li> </ol> <ul style="list-style-type: none"> <li>• Visual timetable of our day to describe parts of the day though time</li> <li>• Role play &amp; modelling using language for number, shape, and measure in real life contexts.</li> </ul> <p>There will be a parent information meeting</p> |
| <p><b>Expressive Arts &amp; Design</b></p> <p>ELG 16 Exploring and using media and materials:</p> <p>ELG 17 Being imaginative:</p> | <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> | <ul style="list-style-type: none"> <li>• Through the learning environments and structured tasks children will explore sand &amp; water play and various creative activities.</li> <li>• Construction kits such as lego and mobile, &amp; junk modelling &amp; play dough are available</li> <li>• Role play and modelling</li> <li>• Singing, music and dance and movement</li> <li>• Imaginary play and small world play</li> <li>• Stories</li> </ul> <p>We are trialling a new music scheme called Charanga which this term focuses on topics of : Me and My Stories</p>   |

