

## PRIME AREAS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Induction: Separating from carer, making new friends, introduce classroom routines, carpet rules, busy learning time, listening to and following instructions from adults, reward systems, encouraging good manners and demonstrate expected behaviour whilst at school. Becoming familiar with our new school.

Learning to try new activities and the importance of perseverance, turn-taking, sharing and developing a 'growth mindset' approach to tasks.

Becoming independent in all aspects of personal self-care.

Collaboratively deciding on class rules and following them.

Jigsaw (PSHE Scheme) - Being me in my World

### COMMUNICATION AND LANGUAGE

Develop listening skills and awareness of rhyming strings and sounds in the environment.

Respond to and predict what might happen in a story from what they have heard or from using the pictures as a prompt for discussion. Use creative language to retell events.

Develop confidence in communicating appropriately with fellow peers and staff during discussions, play and circle time.

### PHYSICAL DEVELOPMENT

Fine motor control activities, opportunities to use scissors and a range of mark-making resources.

Activities to develop pincer grip, e.g. playdough and tweezers. Focus upon correct pencil hold.

Gross motor movements and body awareness.

PE lessons to focus on gymnastics and basic movement.

Child-initiated activities will play a big part in your child's school day, but this will not be indicated in the topic web. This is often spontaneous learning and will be planned for in accordance to your child's ideas and interests.

## HOW CAN YOU HELP AT HOME?

- 1) Encourage your child to be as independent as possible, e.g. dressing, tidying up, toileting.
- 2) In the mornings settle your child, then briefly say goodbye and leave the playground.
- 3) Encourage your child to listen carefully to instructions and respond quickly.
- 4) Play counting games, e.g. 'Snakes and Ladders', sorting activities and recognising numbers in the environment, e.g. Door numbers.
- 5) Share books together; discuss the plot, characters and feelings. Encourage your child to talk in sentences about what they can see in the pictures.
- 6) Help your child write their name using the correct letter formation.

## Superhero Me!



Autumn 1  
2023

### EXPRESSIVE ARTS AND DESIGN

Develop their own ideas and representations in different areas of the classroom using a variety of resources.

Using a variety of media to create representational artwork of self, family and home.

Representative/imaginative role-play; retelling/adapting stories and creating their own.

Sing nursery rhymes and songs, and dance to music.

## SPECIFIC AREAS

### LITERACY

Shared writing activities; pencil hold, letter formation and segmentation of basic words for writing demonstrated and applied.

Name recognition and writing using the correct letter formation.

Phonics – learning 3-4 new phonemes (sounds) each week.

Decoding and reading some basic high-frequency words linked to phonics. Recognition of basic tricky words.

Introduction to school reading scheme; characters and key words in preparation for books being sent home.

### MATHEMATICS

Exploring the mathematical equipment and resources in the classroom and playing number games.

Becoming aware of the key times the day, class routines and using positional language.

Basic matching and sorting activities.

Comparing amounts and comparing size (mass and capacity).

Exploring patterns; recognising and completing patterns and creating own.

Introduction to basic numbers.

### UNDERSTANDING THE WORLD

Exploring past and present in relation to self, and understanding changes in own lives and times.

Sharing information about their own lives and families. Explain some similarities/differences and be sensitive to this.

Understanding the roles of 'real-life' superheroes in society and understanding why they are so important.

Learn about the place where they live and look at basic maps.