

PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Exploring a range of feelings through plays scenarios. Being able to talk about, express and identify these feelings.
Encouraging and developing friendships with peers. – children will be encouraged to work through differences of opinions and to listen to the opinions of others.
Beginning to develop a sense of empathy and understanding how their actions affect others.
Becoming more independent in aspects of self-care – toileting on own, washing hands.
(Jigsaw PSHE Scheme – What am I good at, I'm Special I'm Me!, Families, Comparing Houses and Homes, Standing Up For Yourself)

COMMUNICATION AND LANGUAGE

Having favourite rhymes and songs being able to sing them independently.
Speaking in longer sentences and expressing their feelings and needs to others.
Starting conversations in pairs and groups and continuing that conversation in to role play and small world areas, games and activities.
Working towards using longer sentences of over 6 words to describe themselves, familiar stories and characters.

PHYSICAL DEVELOPMENT

Gross motor skills – Hopping, running, skipping, jumping and balancing.
Fine motor skills – Dough gym, 'Squiggle while you Wiggle' in preparation for developing pencil hold.
Putting own coat/shoes on, painting apron, etc.
Toileting and washing their hands effectively.
Table manners, using a knife and fork and eating independently.

HOW CAN YOU HELP AT HOME?

- 1) Encourage your child to become independent. Can they put on their own coats and shoes? Are they visiting the toilet on their own
- 2) Regularly read to your child. It is really important that they hear you read and model how to be a 'good reader'. Eventually they will be able to recite familiar stories, discuss the characters, turn the pages in the right direction and make predictions about stories.
- 3) Ask your child about how their day has been. What have they done today? Who have they played with?
- 4) Encourage your child to spot and discuss colours in the environment.
- 5) Count out objects at home, e.g. pieces of banana. Can they count accurately in sequence? Can they recognise a small group of objects? Play basic counting games.
- 6) Develop their fine motor control – Use cutlery independently, begin cutting up own food, threading activities, playdoh, etc.

I can see a
Rainbow



Autumn 2
2023

EXPRESSIVE ARTS AND DESIGN

To explore colours and colour mixing and the marks they can make using a variety of colours. Exploring colours and shades, different mediums e.g paint and chalk.
Nativity play and singing.
Exploring sounds and the sounds they can make with their bodies. Musical instruments and expressing their moods with music and dance.
Individual and collaborative pieces of artwork using different mediums including technology.

SPECIFIC AREAS

LITERACY

Focused books this term: W1/2 Elmer, w 3/4 Dogs colourful day, W5 Brown Bear Brown Bear what do you see?, W6/7 The Nativity story.

Talking about the stories we learn. Asking questions such as who what where and beginning to develop a concept of why. Sharing stories with children and adults.

Name recognition and developing mark making to begin forming recognisable letters both on a large scale and on paper.

Free drawing activities, pencil control and activities to encourage putting meanings to their marks.

MATHEMATICS

Talk about and explore 2D and 3D shapes/ begin to use basic positional language.

Sort objects into sets, encouraging children to put their objects into a line to count or adding them onto a 5 frame.

Compare small sets of large objects and large set of small objects to make the distinction between size and quantity e.g., 2 large balls and 5 small balls.

Introduce an AB pattern using concrete objects.

Children to split the unit of repeat away from the other repeats and identify it.

UNDERSTANDING THE WORLD

Learning about celebrations and historical events special to our families and those around us. Diwali, Christmas, Bonfire night etc.

Using our senses to explore colours around us. What colours do we see locally compared to what children in other locations might see e.g city children and country children.

Noticing similarities and differences in the world around us particularly focussing on colour and texture.

Child-initiated activities will play a big part in your child's school day, but this will not be indicated on the topic web for this term.

This is often spontaneous learning and will be planned for in accordance to your child's ideas and interests.