

## Communication and Language Development

### Listening and Attention:

Listen to and respond to other people's comments.  
Follow a story without props or pictures.  
Listening to stories and predicting.

### Understanding:

Respond to single (then two-part) instructions.

### Speaking:

Express ourselves clearly—Talk about the photo of our summer visit to school.  
Circle time.  
Taking 'Tiny Twitter' home and telling us all about it.  
Talk about a special object from home.

## English

### Reading:

Phonics phases 1 and 2. First 'High Frequency Words'.  
Daily storytime and Rhymetime.  
Share different versions of our class texts and make comparisons.  
Borrow books from our class library.  
Picture books – making predictions and inferences.

### Writing:

Mark-making indoors and out with a variety of resources.  
Lines and patterns – Doing pictures and decorating Helping Hands.  
Write own name.  
Sequence familiar stories.  
Learn to perform class texts.

### Class texts:

The Three Billy Goats Gruff, The Little Red Hen, The Enormous Turnip.  
Nursery Rhymes, Poems and Singing Games.

## Expressive Arts and Design

### Exploring and Using Media and Materials:

Self-portrait - experimenting with tools, colour, design and texture.  
Singing songs

### Being Imaginative:

Representing thoughts and ideas through role-play.  
Using instruments to help tell a story.  
Designing and decorating cards.

*"Play is the work of the child."*

*(Maria Montessori.)*

Owl Base - Autumn Term 1, 2018-19.

# Tell Me a Story

**Entry Point: Starting school.**

**Exit Point: Church service-Welcome to Church & school.**

## Personal, Social and Emotional Development

### Self-confidence and Self-awareness:

Settle into the routines of the school day.  
Try new activities and do our best.  
Develop good attitudes to learning through play with others,  
Introduce 'WOWs' from home.

### Managing Feelings and Behaviour:

Create class rules and understand why we need them.  
Develop a Class Full Value Contract.  
Quality line, quality audience.  
Talk about our feelings. Ask how someone else is feeling.  
Consider actions/behaviours of story characters.

### Making Relationships:

Get to know our new friends – 'getting to know you' games.  
Helping Hands – learn to work together and help each other.  
Play cooperatively and take turns.  
Snacktime with friends.

## RE

God/ Creation – Understanding Christianity- Why is the word God so important to Christians?  
Harvest – being thankful.  
Class worship, Bible stories and prayers / prayer station.  
Display – tree with our Christian values.

### Spirituality:

Window - Look, what do we see that is amazing?  
Mirror - Reflect - Children's big questions.  
Door – How can we put our beliefs into action.  
Transformation – Behaviours, creative work...

## Understanding of the World

### People:

Talk about me/my family—sequence three photos of myself.  
Finding out about different communities/occupations (including farmer, baker).  
UN Rights of the Child.

### The World:

Trees, leaves and fruits, roots, seeds.  
Seasons and changes.  
Exploring bread varieties. How is it made? - Making bread.  
Animals and birds (owls, chickens, hens).

### Technology:

Use technology in our learning, e.g. iPads, laptops, desktop PCs (and a computer mouse), Interactive Board.  
E-safety.

## Physical Development

### Moving and Handling:

Dough Disco and Write Dance.  
Finger Gym – cutting, threading, weaving.  
Use tools: scissors, stapler, sellotape-dispenser, hole-punch, cutlery...  
Use play equipment indoors and out to develop agility (balancing and climbing skills) in order to move confidently and safely,  
Core strength activities and the 'elastic circle'.  
Yoga and Zumba.  
Learning Makaton signs.

### Health and Self-Care:

Sharing snack with a group and tasting some healthy foods.  
Learn about where these foods come from.  
Learn PE routines, including getting dressed.  
Healthy habits: Toileting, hand-washing, coughs and sneezes/tissues.  
Staying safe.  
Choosing lunch and sharing a meal with friends.

## Maths

### Number:

Introduce Numicon, '5 frames' and '10 frames'.  
Counting – practically and through songs and rhymes.  
Number recognition.  
Numberblocks and Numberlies.

### Shape, Space and Measure:

2D and 3D shapes.  
Matching games.  
Positional language games.  
Ordering by height/length.  
Learning the days of the week and months of the year.  
Explore and make patterns.

## Home/School Links and Learning

Share planning with parents and carers.  
Borrowing class library books to share at home.  
Bringing in our favourite books from home.  
Bring in three photos from home (baby, toddler, nursery ages) to discuss.  
Bring in a special item/toy to talk about.  
WOWs from home.  
Base tours (children are the tour guides).  
Sharing stories with our families in the classroom.  
Phonics workshop.  
Welcome to the Church and School service at church.

*"(We) learn and relearn with the children...in such a way that the children are not shaped by it but the ones who give shape to it."*

*(Malaguzzi 1997:86)*