

TRIPS & VISITS – St James Park - Walthamstow Library

Class Text – Three Little Pigs – Goldilocks and the Three Bears – Little Red Riding Hood

Additional Texts – The Runaway Chapati – The Ginger bread Man
The Christmas Story – The Jolly Postman

Poetry – Autumn, Winter, Spring Summer - Jenny Joseph

Genres for writing – Oral retell and small group story map.



Communication and language

- Retell a simple story, including who the character is and what they do.
- Orally, use story language, describing words and conjunctions such as: and
- Specific language from core texts
- Use story vocab when retelling core texts
- Describe real life events
- Independently look at books, holding them correctly and turning pages

Written literacy

- Form lower case letters in line with phonics
- To copy or write their name
- To give meanings to marks they make
- To write initial sounds
- To write CVC words using taught sounds
- Small group story map
- Speech and thought bubbles
- Labels and captions for their pictures/photos
- Shared fact file

Phonics – The children will be learning to segment and blend with the following sounds
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk
To learn and recognise tricky words – I-the-my-you-said-your-are-be-of-no
https://www.youtube.com/watch?v=dEzfpod5w_Q

Mathematical Development

Unit 3. Shape (3D and 2D shapes)

In this unit, the focus is on describing and comparing 3D and 2D shapes. Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations.

Unit 4. Change within 5

In this unit, children will learn how to find one more and one less than a number within 5 in the context of a first, then, now story structure. They will use pictures, objects and a five frame to show what is happening.

Have a deep understanding of number to 10, including the composition of each number.

Unit 5. Number bonds within 5

In this unit, children will progress from finding one more and one less within 5 and putting objects into two groups, to using a part-whole model to represent the groups and the bonds to 5.

Have a deep understanding of number to 10, including the composition of each number.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Unit 6. Space

In this unit, the focus is on the key language related to space. Children start by using positional and directional language to describe where an object is. Use of 3D shapes can then reinforce the properties of shapes.

Computing

Multimedia

To know how to operate simple equipment.
To be able to use a camera to collect pictures.

E – Safety

Talk about making good choices when using the internet and websites.

Personal Social Emotional Development - Celebrating Difference

- Know what being unique means
- Know the names of some emotions such as happy, sad, frightened, angry
- Know why having friends is important
- Know some qualities of a positive friendship
- Know that they don't have to be 'the same as' to be a friend
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Democracy - To develop the confidence to make decisions together, to share and take turns.

Understanding the World

Past & Present

To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)

People & Communities

To talk about how Hindus celebrate Diwali

To talk about the Christmas Story and how it is celebrated

To know that people around the world have different religions

The Natural World

To know about and recognise the signs of Autumn To know about features of the world and Earth

Physical Development

Children will be introduced structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.

- Physical: run, jump, throw, catch, roll, skip
- Social: work safely, co-operation, support others, communication
- Emotional: honesty, confidence, perseverance, determination
- Thinking: comprehension, make decisions, creativity

Dance

Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.

- Physical: actions, dynamics, space
- Social: work safely, respect, collaboration
- Emotional: independence, confidence
- Thinking: select and apply actions, creativity, exploration, recall, provide feedback

Fine Motor:

To hold scissors correctly and cut along a straight and zigzagged lines

To use a tripod grip when using mark making tools

To accurately draw lines, circles and shapes to draw pictures

To write taught letters using correct formation

To begin to hold a knife correctly and use to cut food with support

Expressive Arts & Design

ART –Children will be continuing to control a range of media i.e. paint brushes, glue, ink. They will be drawing and painting bears in their natural environment. Children will explore how to work with paint on different surfaces and in different ways.

DT – Using a variety of media, children will design a beautiful cloak for Little Red Riding Hood, an apron for Granny, and a hat for the Woodcutter. Through their explorations, they will discover and decide how media and materials can be combined and changed.

MUSIC –Children will be listening and responding to different styles of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Sharing and performing the learning that has taken place.