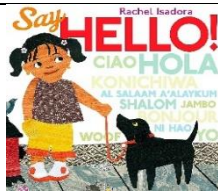
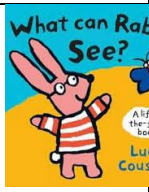
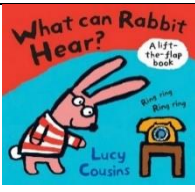
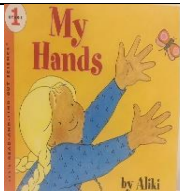
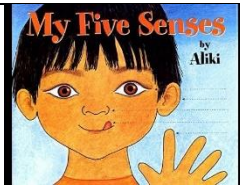
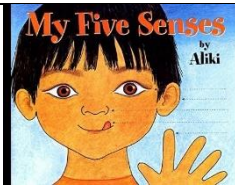








Autumn Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
<p>Focus book</p> <p>This is the book which is shared throughout the week</p>				 <p>Read aloud</p>				
<p>Communication and Language</p>	<p>Concept Cat</p> <p>Concept cat is a cat puppet who teaches children key vocabulary through fun videos and activities.</p> <p>Big / little Fast/slow</p> <p>Top/bottom</p> <p>Dry/wet In/out</p> <p>under/over</p> <p>Loud/quiet in front/behind</p> <p>Near /far</p>		<p>Songs and rhymes- The following songs and rhymes are for this half term:</p> <ul style="list-style-type: none"> • One little finger • Hokey Cokey • Rain, rain go away • I've got a body and very busy body • Heads, shoulders, knees and toes • Do my ears hang low? • I spy with my little eye • Brush your teeth- tune of jingle bells 		<p>Rhyme – words that have the same ending sound (not necessarily the same spelling e.g cheese and please)</p> <p>Phonological Rhythm -rhyme exposure children need to learn to...</p> <p>Enjoys songs and rhymes</p> <p>Joins in songs and rhymes copying sounds, tunes etc</p> <p>Adult to point out when words rhyme and what rhyming means.</p>			
<p>Literacy and Reading</p>	<p>Literacy Reading</p> <p>Holds book the right way up</p> <p>Turns the pages</p> <p>Join in repeated words</p>		<p>Inference and prediction</p> <p>Use talk to connect ideas in response to text from own experiences</p> <p>Begins to join in repeated refrains</p>		<p>Vocabulary</p> <p>Cover, front, back, spine, pages, upside down, print</p>			
<p>Pre-writing shapes</p> <p>These are the main pre-writing shapes which children need to learn how to form. These can be practised using sand, large chalks and different textures such as ketchup, salt etc in a tray.</p>								
<p>Personal, Social and Emotional</p>	<p>My Sleep routine</p> <p>Brushing my teeth</p> <p>Encourage your child to brush their teeth twice a day. Set a bedtime and use calming a routine to ensure you stick to it</p>		<p>Washing my hands</p> <p>Talk about germs and the ways to prevent the spread of germs</p>		<p>Using the toilet and hand dryer</p>		<p>Sad, happy, scared, angry.</p> <p>Recognise and name own feelings.</p> <p>Learn Makaton signs for feelings at home.</p>	<p>Getting dressed</p> <p>Set out clothes for your child in advance.</p> <p>Promote getting dressed in stages.</p>

Physical Development	<u>Physical Development</u> Manages buttons Pours own drinks from a jug Uses own knife and fork and one handed tools Puts on own coat and hat Begins to attempt zips Gets own water bottle	<u>How to teach a child to put on their coat.</u> <ol style="list-style-type: none"> 1. Place coat on the floor 2. Tag/hood nearest to child's feet. 3. Child's arms placed in arm holes 4. Tip and flip coat over head 	<u>Using Tools and one-handed equipment</u> Buttering slice of bread Peels own fruit Peel, skin, core, pips, knife, spread, sharp, safe, control,
Mathematical Development	<u>Mathematical</u> Chant numbers in order in English and home language Say 1 number name for each item counted Show finger amounts up to 3 Uses timers in play Orders and sequences events <u>Vocabulary</u> Lots, more, same, one, chant, fingers, sand timer,		
Understanding the world	<u>RE</u> What happens on Guru Nanak's birthday- Celebrating Talk about celebrating birthdays at home. How are they celebrated?	<u>Science</u> Our Body learn different body parts, eyes, ears, mouth and hands. What do these different parts do? Why are they important? Moving different parts of my body Arms, legs, head, shoulders, tummy, hands, feet, elbows, neck Encourage your child to explore different types of fruit. Look inside of the fruit and talk about what you see. What can I see, touch, smell, taste?	<u>Geography</u> How the body moves- bkwds, fwds and sideways. Locating different places around me/ on my body. <u>History</u> -Naming people in my immediate family Looking at photographs of people in my immediate family. What makes us similar?
Expressive arts	<u>Expressive Art and Design- Paul Klee</u> <ol style="list-style-type: none"> 1. Draw a circle 2. Draw circles for the eyes and lines for eyebrows 3. Draw a nose, holes for nostrils 4. Draw a mouth 5. Draw ears 6. Draw hair using different types of lines 		
Culture Capital: parent/carer visits, grandparent's day- 3 RD October, Black History month- The Windrush 75, visit to Allen's garden, library visits, ABCD Charity- 10 th October. Visit to the opticians Watch video-Jo-Jo and Gran Gran visit the Opticians.			

