

<p>Focus/Theme: We are Storytellers!</p>  <p>Texts: The Little Red Hen, Hansel & Gretel, Goldilocks, The Ugly Duckling, The Three Little Pigs, The Gingerbread Man, Harvest / Pumpkin Soup.</p> <p>Displays: Children's photographs, names Visual Timetable Area signs and how to use them (for adults as well as Children) Displays that show rules/routines Displays of children's self-portraits</p>	<p>PSED Developing independence in using the provision. Focus on self-help skills: dressing, undressing, washing hands, using the toilet etc. Establish rules and routines for children. Helping children to form positive relationships. Opportunities for older children to support younger children. (Forming links with the Ark Nursery.) Discuss value of Friendship. Focus activities around friendships.</p>	<p>CL Supporting children in developing listening & attention skills. Opportunities for children to talk with adults on one-to-one and small group basis. Daily story sessions to encourage increasing attention and recall. Set up a listening area where children can listen to stories and rhymes (iPads – Big Cat books) Regular Phase 1 activities to develop phonological awareness. Role play areas. Talking partners. Hot seating. Circle times Speaking and listening rules. Retelling stories. Shared reading Discuss characters/feelings. Questioning during story time.</p>	<p>PD Provide lots of opportunities for large, physical movement, e.g. Climbing equipment, bikes, balancing equipment, large construction equipment, hoops etc. Changing for PE. Towards end of T1, Music and Movement in hall- Let's Move pod casts. Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together etc. Working alongside children to develop tool use, e.g. spreaders, scissors, pencils. After Baseline assessments, introducing cursive letter formation with Ditties. Cursive name writing cards.</p>
<p>M Begin to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children e.g. their age, house number etc. Provide activities which develop counting skills up to 10/20. Focus on shapes in the environment and set up activities that demonstrate an awareness of size. Number hunts, puzzles, making 3D numbers, number formation Counting claps, jumps, sounds, variety of objects, children in class etc. Counting forwards and backwards to and from 5/20 (counting sticks, giant number line, number tiles)</p>	<p>L Working alongside children to develop confidence in emergent writing. Focus on a rich literacy environment, especially role play and outside. Focus on meaningful print such as children's names, labels in the environment. Model oral blending of sounds to make words in everyday contexts. After Baseline assessments, introduce single sounds for RWI. Reading and discussing stories. Describing characters/settings etc Drawing pictures of stories and labelling/writing about them. Hot seating characters – Who has seen the Gingerbread man? Wanted posters and character descriptions.</p>	<p>IWB Provide opportunities for talking about who we are, where we come from and to get to know one another. RE: Lincs Agreed Syllabus, Unit 1, Myself, Unit 3 My Friends. God. Creation. Understanding Christianity. Begin to understand about Harvest. Provide stories and activities so children begin to understand how we are similar and different to one another. Introduce IWB, iPads and netbooks for exploration. Baking bread/grinding corn. Changing states. Explore how bread dough changes before and after proving.</p>	<p>EAD Encourage and support small world and role play. Ensure areas for children to express themselves creatively are set up and children know how to use them (painting, creating, constructing, malleable, role play etc). Begin to learn a range of familiar songs and rhymes. Let's Move music and movement / dance sessions.</p>

Possible Activities/ Provision	PSED	CL	PD
   	<ul style="list-style-type: none"> - Golden Rules – handprints for rules. - Ugly Duckling: explore theme of friendship and others' feelings. - Circle games – pass the smile, roller ball, cookie jar, Mr Sharp eyes. -The Ugly Duckling – understanding differences (UW) - The Little Red Hen- Helping each other. -Pumpkin soup- working together. - Harvest- sharing what we have. -Introduce rules and routines for O time. Home school communication encouraged through home books and WOW vouchers, 'Travelling Tim' and his diary. Talking and sharing about home and Community / discussing similarities and differences. How to be a good friend Befrienders at the start of term to support new children. Read and discuss books about starting school All about me book. Introduce Carpet spaces and talking partners. Circle games – learning names, rules, routines Signing Class rules for display Mirror in a box Puppets/persona dolls – looking at similarities and differences 	<ul style="list-style-type: none"> -Read and enjoy a range of favourite stories. Focus on texts The Little Red Hen, Handa's Surprise, Goldilocks, The Ugly Duckling, The Three Little pigs, The Gingerbread man, Pumpkin Soup, Harvest and seasonal stories. Pencil control activities, wipe board handwriting patterns and pens, play dough letters, ribbon sticks, paint brushes and water letters. Mark making in tuff spots- corn flour, glitter, flour, pumpkin innards. Introduce cursive name writing cards. 	<ul style="list-style-type: none"> Provide lots of opportunities for large, physical movement, e.g. Climbing equipment, bikes, balancing equipment, large construction equipment, hoops etc. Dance and movement, Let's Move sessions- introduce rules and routines, changing spots. Provide physical activities which will support children's friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together etc. Working alongside children to develop tool use, e.g. spreaders, scissors, pencils. Large construction- building ponds for the Ugly Duckling, building houses for the three little pigs, beds and dens for the three bears, Pumpkin carving, hammering golf tees into pumpkins, manipulating dough. Different media for mark making in mini tuff spot; glitter, flour, gloop, corn flour, sand, compost, coloured sand. Fine motor activities – threading, colouring, beads, cutting and sticking, play dough Gross motor - Paintbrushes etc outdoors, spray bottles
<p style="text-align: center;">M</p> <p>Carefully counting, focus on 1;1 correspondence, showing an amount. Counting ducks, found autumn objects- conkers, pine cones, Compare Bears. Counting buttons on the ginger bread men.</p> <p>Focus on counting in sequence to 5, 10 and 20. Recognition of numbers, ordering numbers to 5, 10, EXT 20.</p> <p>Ordering size, compare bears, items from the Goldilocks Story.</p> <p>Making patterns, using raisins from the Gingerbread Man story.</p> <p>Using shapes to make 'Gingerbread cottages', Constructing with shapes, houses, dens.</p> <p>Exploring comparative sizes- goldilocks and the</p>	<p style="text-align: center;">L</p> <p>Working alongside children to develop confidence in emergent writing.</p> <p>Focus on a rich literacy environment, especially role play and outside.</p> <p>Focus on meaningful print such as children's names, labels in the environment.</p> <p>Following Baseline assessment begin to introduce the single sounds.</p> <p>Introducing cursive letter formation and cursive name writing cards, (daily)</p> <p>Exploring books, encouraging good reading behaviour and a love of books.</p> <p>Introduce correct use of story=telling area, modelling sharing a story with teddy.</p> <p>Introduce 'Tricky Word Hat' for Phase 2, tricky</p>	<p style="text-align: center;">UW</p> <p>Provide opportunities for talking about who we are, where we come from and to get to know one another.</p> <p>RE: Unit 1; Myself, recognise and explore their own feelings</p> <p>Unit 3; My Friends, establish effective relationships with other children and adults.</p> <p>Begin to understand about Harvest, learn Harvest songs and join in with the rest of the school with Harvest Festival.</p> <p>Provide stories and activities so chn begin to understand how we are similar and different to one another.</p> <p>Introduce IWB, iPads and Netbooks,</p>	<p style="text-align: center;">EAD</p> <p>Encourage and support small world and role play.</p> <p>Ensure areas for children to express themselves creatively are set up and children know how to use them (painting, creating, constructing, malleable, role play etc).</p> <p>Begin to learn a range of familiar songs and rhymes.</p> <p>Introduce Musical area- rules for using music basket, CD player. Number rhymes and songs, alphabet song.</p> <p>Introduce music station outside and rules for use.</p> <p>Collages- bears, houses from the Three Little Pigs, Ducklings.</p>

<p>three bears- can you build a chair for mummy, daddy and baby bear? etc, Sequencing events in our stories- The Gingerbread Man, Goldilocks, The Little Red Hen. Making play dough numbers, mark making numbers, number hunts. Numbers in water tray and sand.</p>	<p>word books to go home.</p>	<p>programmable toys and CD player for exploration. Changes in materials; baking bread, gingerbread men. Explore seasonal changes, Autumn walk, collecting and exploring found materials from environment- compare with summer.</p>	<p>Printing- fruits, pumpkin chunks, shapes for houses. Malleable- letters and shapes, bakery- cupcake cases and assortments of beads, buttons, candles etc for decorating. Ginger bread cutters, buttons, raisins for Gingerbread men. Play dough mats- letter shapes, numerals, links to texts. Painting area- introduce rules for use- painting ducklings, bears, pigs, wolves etc.</p>
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