

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R
Autumn 1

All about Me

Using the child as the starting point our topic this half term is 'All About Me'. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

- Looking at different people, how we are all similar and yet we may have some differences.
- British Values – mutual respect and tolerance.
- Looking at ways of keeping healthy.
- Chatting about the things the little ones like / dislike.
- Looking at what they know with regard to letters and numbers.

P.E.

Scheme: Real P.E and Moves

Incorporating key skills within focused PE sessions. Physical development occurring each day within continuous provision.

Physical Development

Using various outdoor and indoor equipment for eg – bikes as tractors, road safety, formula 1 cars etc stilts etc

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Food tasting, meal on a plate, talking about five ways to stay healthy.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy Reading

Use of big books for shared reading which are topic related.
To realise the spoken word can be written down for them to read.
To know that a word is a combination of sounds [phonemes] represented visually by letters [graphemes]
To start to distinguish orally between the sounds in words – main focus consonant-vowel-consonant cvc words.
When looking at text to become familiar with the sound made by each letter of the alphabet. That is to develop their grapheme / phoneme correspondence.
To understand that the letters of the alphabet have a sound and a name and can be written in a lower case / upper case form and the sounds are used for reading.
Above covered in small group daily phonics sessions.
Picture books are also used so that the little one knows that a story can be told orally using the pictures as a guide.

Writing

Beginning to write names and other emergent writing.
Children use their developing phonic knowledge- i.e. they begin to know the letters graphemes to represent the sounds they need to write words in ways which match their spoken sound. The little ones are also introduced to letter formation and are taught from the start to use get ready lines.

Mathematics

Number recognition 1-6 plus careful counting – through everyday activities

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Comparing size using 3 bears as a starting point and weight using fruit and vegetables including introduction to shape with a main focus on 2D shapes.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

R.E Creation

Getting to know our classroom and friends

Creation – introduce Ted and Tessa and how God created the world make jelly and jellyfish.

Creation – introduce the bible as a special book to Christians and read the story of in the beginning Harvest time- to look at people who help us (farmers) children to make harvest baskets

Expressive Art and Design - EAD

Singing of number songs and sound songs, beginning to make resources to enhance their play.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Focus artist – Mondal

Baking – healthy sandwich, gingerbread man.

Retelling stories from big books eg Grandpa, Mrs WW

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Personal Social Emotional

Making friends

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Joining in with all the new activities

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help.

MF&B-ELG – beginning to understand the rules of the setting

British Values – mutual respect – the wider picture becoming part of the school family

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

Listening to school rules- British Values, following instructions – making gingerbread

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

In discussions answering questions and offering their opinions- British Values- using talk to enhance play.

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In discussions answering questions and offering their opinions- British Values

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.

Music

Scheme: Charanga

This scheme is followed as a separate, focused lesson on a weekly basis. The main focus during lessons is finding the pulse /beat. Learning /singing songs and making music goes on daily within the continuous provision.

Understanding of the World

Celebrating birthdays with friends and in class, Tremendous Ted's visits, harvest

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Using and looking after the environment both indoors and out.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.