

## Communication and Language

Begin to listen attentively to stories and feel motivated to respond with relevant questions, comments or actions.

Introduce children to following instructions involving several ideas or actions.

Provide children with opportunities for role-play and expressing themselves effectively.

### **Stories**

The Little Red Hen;

The Gingerbread Man;

Elmer;

The Rainbow Fish;

Rhyming stories

Jaguar and puma stories;

Stories about starting school and making friends.



## Physical Development

Getting dressed and undressed for PE;

Managing own hygiene;

Understand rules of behaviour when taking part in PE;

Listen to instructions;

Developing body movements & control.

### Gym/Dance

Walk, run, and jump in variety of different directions and lengths;

Create large and small body shapes;

Travel over under and through a variety of objects;

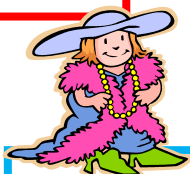
Estimate steps travelled;

Travel in a variety of ways using isolated body parts.



## Who am I?

### Autumn Term planning Jaguar and Puma Class



## Personal, Social and Emotional Development

Getting used to being in a new school and settling in;

How do I sit on the carpet?

Good listening;

Where is my peg?

What are my school rules?

What are my classroom rules?

What are the rules at playtime?

What do I do at lunchtime?

Where is my tray?

Can I find my name?

Can I put up my self-register picture to say I am here?

Who are my friends?

How can I make new friends with the other children in the class?

How can I keep the classroom tidy?

Take turns and share fairly;

Join in with stories/songs/rhymes and assemblies.



## Expressive Arts and Design

Children will explore and use media through activities like: hand printing, portrait painting, family trees, salt-dough names, jaguar and puma drawings, collage, cutting and sticking.

Children will engage in music making by singing simple songs and nursery rhymes and exploring a variety of musical instruments.

Children are provided with a variety of opportunities to role-play; puppet show, home corner, dressing up shop, bikes and scooters.



## Mathematics

Throughout this term the children are introduced to number activities which develop the following skills:

Counting - on and back (simple addition and subtraction);

Ordering;

Estimating and checking by counting;

Writing numbers correctly;

Simple 2D shape knowledge.



## Fine and gross motor skills

Children's fine manipulative skills are developed through practical activities inside and outside the classroom: painting/threading/sewing/play dough/sand/water.

Children's gross motor skills are developed through planned PE sessions but also through the outside learning area- bikes etc.

## Understanding the World

### Science

All about me;

Know about their body, naming the different parts;

Look at similarities and differences;

Recognise that we are all different.

### DT

Sewn Jaguars and Pumas;

Clay Models;

Cooking bread and gingerbread men.

### RE

What makes us special?

### History - Family

Who is in my family? (Make family trees)

Who am I? What is my name? How old am I?

What do I like to do? What is my favourite colour?

What did I look like as a baby? How have I changed?

What toys are baby toys? What are my favourite toys now?

What could I do when I was a baby? What can I do now I am older?

### ICT

Use the computer with confidence;

Develop mouse control;

Explore different programs on the computer;

Introduce children to the IWB and begin to use it correctly;

Use Colour Magic program to produce Elmer- using the fill tool;

Use Colour Magic program to produce a fish- using the brush tool.



## Literacy

Introduce children to letters and sounds;

Begin to recognise and write letters and to say letter sounds;

Try to blend sounds together to read VC (vowel-consonant e.g. at, in) words and CVC words (vowel-consonant-vowel e.g. cat, pin);

Write and recognise own name and others;

Shared reading;

"Have a go" writing and begin to write own name and other words from memory;

Begin to develop cursive handwriting.

