


<p><u>Personal Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Play circle game “everybody’s good at something”. • Play pass the squeeze – team- work circle game • Play turn taking games – jigsaws, 4 in a row, snap, dominos • Know and begin to follow school rules. • Form respectful and constructive friendships • Identify how we are feeling with words and begin to self-calm with given strategies – sensory lights, quiet space, bubbles, water timer • Manage their own needs: toileting and lunch time (washing hands before after the toilet and before eating, using cutlery, independently getting their snack and milk daily) • Discuss common themes from stories: bravery, friendship, kindness. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Learn how to listen carefully. Promote and model active listen through circle games and carpet time. • Support children to think out loud and talk about their learning processes/what they have created. • Share achievements with peers. • Describe past and present events in some detail. • Engage in story times and begin to predict what might happen next. • Learn rhymes of the day and songs through singing time. Supporting building up vocabulary. • Describe our homes and compare the similarities and differences. (bedrooms, colours, items in your house) 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Explore the outside area to practise fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Build obstacle courses using planks, crates, tyres and equipment around. (balance, jump safely off equipment) • Explore the construction area outside and develop skills: pushing, pulling, stacking, carrying, constructing and climbing. • Throwing, catching and kicking balls. • Fine motor activities: threading, peg boards, hammering, elastic bands. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • See T4W Plan – The Train Ride • Sounds Write units 1, 2 and 3 • Draw and label places we see around town. • To draw and label pictures of our families. • Retell familiar stories in the reading area using puppets, masks and props to support retelling. • Create our own train ride stories. • Act out and perform train ride stories. • Draw a story map to tell the story and innovate with own ideas.
			
<p><u>Experiences:</u></p> <ul style="list-style-type: none"> • A train ride/bus ride around our own town to experience places, landmarks, homes, religious buildings etc. – use our 5 sense to explore our locality • Nurse, policeman, vets/dogs trust, lifeguards to come in and speak to the children about their important roles in our town. 	<p>‘All About Town’</p> <p>Reception: Myself/school/family/home/transport/people who help us</p>		<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Explore numbers to gain a deep understanding of numbers to 10. • Count forwards and backwards 0- 10 • Use one to one correspondence. • Count objects, actions and sounds • Count out objects from a larger group within 10. • Know that the last number counted gives the total so far. • Subitise numbers up to 5 • Develop spatial awareness by experiencing different viewpoints • Respond and use language of position and direction • Respond and use language of which is relative to the viewpoint • Recognise attributes (e.g. stick is long, adults are tall) • Compare 2 items by size and find out which is bigger/smaller • Continue, copy and create an AB pattern
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Use large scale construction – boxes, cardboard, pipes, guttering to create a year group train outside. • Use a range of craft materials, paint and tools to create self portraits making decisions about colours needed. • Promote independence in the creative area with the setting up and clearing away of paint. • Create models of emergency vehicles, sketching your plan first and then constructing with junk modelling materials then finally coming back to the model to decorate with appropriate colours. • Role play – home & hospital inside – train, fire engine outside • Learn and sing songs relating to the theme. 		<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Circle time to talk about self, family, community and share information about your home. • Share photographs of your family and look at families of others in the class. • Share stories about different family make ups: King and King, Tango makes three, Mammy, Mama and Me, Daddy, Papa and me. • Photographs of places around town: beach, town hall, ferry landing, park, buildings, landmarks, nursery – children to talk about any past experiences they remember. • Look at a map of our town and locate and name places of importance to children – own locality, road names, environment around us. – Draw your own map • Learn about people who help us and their roles in our town. • Walk around school – 5 sense to explore 	

Area of Learning	Enhancements for topic – to support child initiated opportunities	Stories & Texts	Vocabulary to introduce	Hooks to the topic
Communication & Language	<ul style="list-style-type: none"> Nursery rhyme spoons Nursery rhyme puppets (humpty dumpty etc) Story headphones Walkie talkies 		Describe, listening, partners (paired talk)	Family: photographs of your own family to discuss with your class. Create a class family tree – children to bring their own photographs in.
Personal, Social & Emotional Development	<ul style="list-style-type: none"> Circle time object to hold sensory lights and sounds (calming time) bubbles water timer and sand timers cushions for reading area – create quiet space jigsaws, 4 in a row, snap, dominos – pairs games 	Bucket filler story - friendships It's okay to be different - myself Along came a different - friendships	Calming, excited, angry, upset, similar, different, unique, kind, brave, manners, friendship, role model, resilience, independent, safe, achieve, respectful School rules	Transport: Different noises of different vehicles – guess the noise. Educational visit on a train/bus. Myself: Guess who game or baby pictures Self portraits - display
Physical Development	<ul style="list-style-type: none"> Simple throwing, catching and kicking resources (balls, beanbags, hula hoops, nets) Fine motor activities: threading boards, peg boards, hammering shapes, elastic bands boards. Crates, guttering, planks outside 		Throwing, catching, aiming, kicking, balancing, stacking, constructing, teamwork	Parents view: Tell me about how well your child has settled into Reception slips
Literacy	<ul style="list-style-type: none"> Story telling spoons Puppets to act out familiar tales (jack and the beanstalk, three little pigs, the gingerbread man, three billy goats, little red riding hood) 	The Train Ride – T4W Splat the cat goes to school – school Mr Grumpy's outing – transport/places You can't take an elephant on a bus – transport Familiar tales: red riding hood, billy goats, gingerbread man, three little pigs, jack and the beanstalk	Prepositions for story: under, into, over, on top, up Story language: Once upon a time, first, next, then, after, finally	People who help us: Visit from local police officer, nurse, dogs trust, lifeguards to come in and speak to the children about their roles.
Maths	<ul style="list-style-type: none"> tens frames counting objects for 1:1 correspondence number lines / counting stick threading beads for counting dice for subitising dominos animals for measuring height/ shapes and objects for patterns natural materials - sticks beebots - direction 	6 Dinner Sid 10 little dinosaurs/pirates Bear Counts Pattern fish Size	counting, first, last, numbers, how many?, count up, count back, show me, order, compare, touch each one, long, longer, longest, tall, taller, tallest, bigger, smaller, forwards, backwards, next to, in front, behind, on top, in between, direction, repeating, pattern	
Understanding of the World	<ul style="list-style-type: none"> Emergency worker small world people & vehicles Emergency workers dressing up outfits – nurses, doctors, vets inside Hospital & doctor resources – equipment, tools, xray images, bandages, slings. Large boxes & tubes for making a train outside Large Floor map printed of the school and local area Photographs of places around town Train set for tuff spot outside, materials to make a beach, park, landmarks for children to play with what they know 	King & King - relationships Tango makes Three – families Mammy, Mama & Me – families Daddy, Papa & Me – families 5 minutes peace – families On Sudden Hill - imagination Burglar Bill – people who help us Six Dinner Sid – people who help us Ouch it stings – nurses / bravery	Families, emergency, local, landmarks, religious, building, town, home, house, flats, map, area, vehicles, helpful, brave, kind, skills	

Expressive Arts & Design	Large and hand held Mirrors – self portraits Self portrait materials: Pom poms, colour string for hair, pipe cleaners, buttons for eyes, cotton wool balls, art straws, feathers Junk modelling to make vehicles – boxes, kitchen role tubes, circles, art straws, tissue paper, feathers, pom poms, bottles, containers Role Play- People who help us	My hair – differences	Compare, portrait, design, build, decorate, creative	
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