

Prime Area: Communication and Language

- Talk about ourselves using describing words such as tall, short.
- Imagining and recreating roles in real life family situations and fictional stories.
- Ask questions to get to know new friends
- talk about our own families and experiences
- Thinking about sequence of events in stories and saying what happened in the beginning, middle and end.
- Joining in with show and tell and considering ourselves as a good listener
- Taking part in circle time activities
- Perseverance through target setting and meeting our own goals
- Mutual respect and Democracy through group work and whole class activities

Prime Area: Personal, Social & Emotional Development

- Making friends and sharing and taking turns
- Learning the rules of the classroom, getting along
- The areas of the classroom - resources etc
- Personal Hygiene
- Dressing and undressing for P.E
- Learning routines of the school day
- New Beginnings
- Knowing about ourselves - what we can do
- Our school and the community
- People who help us
- Getting to know one another and the school/classroom
- Talk about own home and family, bring in photos to show
- What is special about place we live?
- Different sorts of homes - house, flat, bungalow, caravan, house boat, light house, windmill etc.
- Visit local church (Harvest, Christingle service)
- Buildings in other countries (tipis, igloos, pyramids, huts)
- Honesty and Mutual respect- through PSED and RE sessions
- Tolerance- through stories, projects and visits

Specific Area: Maths

- Counting
- Using number names in order in familiar contexts up to 20 including '0'
- Counting reliably up to 10 everyday objects (Yr R) beyond (yr 1)
- Finding 1 more or less than a given number up to 10(Yr R) beyond (y1)
- Using shapes to make pictures and patterns
- Using simple mathematical language to describe size
- Comparing lengths and ordering
- Numbers on houses - counting and ordering numbers
- Number problems related to construction e.g. how many bricks to make a house?
- Patterns in buildings (bricks, tiles, wallpaper)
- 2-D and 3-D shapes in buildings (own homes, igloos, pyramids, tipis etc)
- Attempt to write numbers of personal significance
- Begin to correctly use the vocabulary more and less when talking about numbers
- Perseverance through target setting and meeting our own goals
- Mutual respect and Democracy through group work and whole class activities



The Meadow Terms 1 & 2 2018 'You, me and everyone'



Specific Area: Literacy

- Recognising and writing our own names(R)
- recognising other children's names
- Introduce Read Write Inc
- Listening to and responding to stories and rhymes
- Writing lists and labels for areas around the room
- Write with confidence new words ,
- make labels - names of children, things in classroom,
- Body parts, clothing etc.
- Talk about our own home and family and write about being special
- Role play areas - house, estate agents, post office,
- story homes
- Stories with familiar settings
- Attempt writing for different purposes
- Label diagrams and pictures.
- Mutual respect through group work and whole class activities

Prime area: Physical Development

- Awareness of space and of self
- Group games; ring, group and playground games
- How we feel after exercise
- Gaining control over fastenings when getting dressed and undressed for P.E sessions
- Using a correct pencil grip and gaining control with mark making implements
- Using and holding scissors correctly
- Moving to music
- Small motor skills
- construction kits
- small world play
- Large motor skills
- explore outdoor equipment
- move using different body parts
- create dens outside
- Play games and learn new skills
- Develop knowledge of control and skills
- Ball skills , team games, fundamental activities
- Perseverance through target setting and meeting our own goals
- Mutual respect through group work and whole class activities

Specific area: Understanding the World

- Ourselves - our bodies; senses, body parts, bones
our families; who's who, other families, now and then.
- Looking after ourselves; washing, hygiene routines, healthy eating, 5 senses
- Computers - Use ICT to support learning, learn to use digital camera to record ideas and events
- Learning about Harvest festival, Christmas traditions etc
- R.E- term 1 - We are all special and unique, Term 2 - why do Christians celebrate Christmas
- Observe and record the weather take note of changes
- looking after our garden
- how things grow
- growth and variation
- Construct buildings with wood, clay, recycled materials and construction kits
- look at children's homes and other buildings google maps
- Buildings around the world (igloos, tipis, pyramids etc) - locate on IWB map/globe
- Autumn into winter -changing seasons
- Cooking topic themed food
- Responsibility for our environment and each other



Specific Area: Expressive Arts and Design

- Drawing - self-portraits, our families
- Role play - home corner and school
- Painting - easel; colours, mixing colours
- Making funny faces biscuits
- Collage - plate faces, collage bodies
- Van Gough self portraits
- Explore sounds and sing songs
- 3D/2D art
- Create patterns related to buildings (bricks, tiles, wallpaper etc)
- Role play areas - house, estate agents, post office, story homes
- Learn range of familiar songs
- Explore percussions instruments and use household objects to make music
- Dance - move in different ways to represent house being built
- Small world play -make a dolls house,
- Learn to sing new songs
- Practice for our school nativity