

Mathematics – White Rose

EYFS

- **‘Getting to know you’** – Settling in, introducing areas of provision, baselining children. Key times of day, class routines, exploring continuous provision inside and out. Where do things belong in the classroom – positional language.
- **‘Just like me’** – match and sort, compare amounts, compare size / mass / capacity, exploring pattern.
- **‘It’s me, 123!’** Representing, comparing and composition of 1, 2 and 3. Circles and triangles. Positional language.

KSI

- **Number – Place Value**
Consolidating our understanding of numbers to 10 through counting, comparing and ordering.
- **Number – Addition and Subtraction**
Using our numbers to 10 to build upon our knowledge especially through fact families and number bonds to support mathematical fluency.

Understanding the world

EYFS

- Daily discussion of calendar and weather / beginning to understand the seasons.
- Autumn – observing changes in our environment
“I wonder why leaves change colour?”
- Halloween – celebrations, events and mixing potions.
“I wonder what I can mix together?”
- Exploring where we live- discussions about towns, house number/names etc.

Science /Geography

KSI

I wonder how school will look in autumn?

How do the seasons change? Forest school focus.

- What do we wear in different seasons? Children to explore how the weather and temperature changes throughout the seasons.
- Explore different types of weather.

Communication and Language

- Speech and Language Link Assessments
- Discussions linked to ‘All About Me’ – “I wonder what makes me unique?”

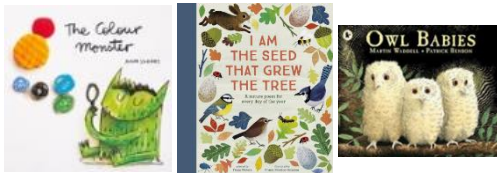
English

- All about me riddle.
- Caption writing.
- ‘Where do I live’ booklet.
- Weather diaries, children will keep a weather diary to apply their scientific knowledge.

Key Skills to be covered:

- Phonics – segmenting to write words.
- Sentence Construction

Books we will read this term!



Wyburn Term 1

I wonder how I am different to my friends.



Phonics

EYFS: Little Wandle phonics
Phase 1 phonics consolidation:

- Listening for and distinguishing environmental sounds, instrumental sounds, body percussion – clapping, stamping
- Books with rhyming / repeated refrains / alliteration
Introduce phase 2: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l
Tricky words: is, I the

KSI: Little Wandle phonics
Phase 2 phonics consolidation and moving onto Phase 3

Expressive Arts and Design


- ‘All about me’ – self-portraits, family pictures in lolly stick houses, drawing our family pets, what does my house look like?
- Halloween – spooky fine motor activities including weaving webs, paper plate spiders and pumpkin printing.

Art

- Children explore colour and colour mixing to express mood and feeling by mixing colours.
- Use of the text ‘The Colour Monster’ to further consider our feelings and how they can be represented through colour.
- Children to draw people and consider how the person feels in their picture.

Physical Development

- Daily wake and shake sessions.
 - Sand and water play
 - Daily mindfulness / yoga
 - Learning to run, ride, climb, jump and balance safely.
- Bouncing, throwing, catching and hitting.
- Can we bounce and catch a ball consistently and with confidence.
 - Children to work on throwing a bean bag/ ball accurately to a partner.

Sparkling Start: Exciting new classrooms and time for children to explore and personalise their rooms. 

Marvellous Middle: DT fun-Children will build their own house out of a variety of materials.

Fabulous Finish: Recording a special song to share with parents and carers... ‘1, 2, 3 - it’s good to be me!’.

Computing

- Children will explore the parts of a computer.
- Children will control a computer, using a mouse and experiment with drag and drop, using the touch pad.
- Children will find numbers on a keyboard.

PSED / PSHE

I wonder what I can do when I feel different emotions?
Exploration of ourselves – how are we different? What makes us unique?

History

I wonder what my history is?

- Children explore their own history and how this differs to others.
- Children explore artefacts when looking at how toys have changed through the years. How are things different? How are they the same?

