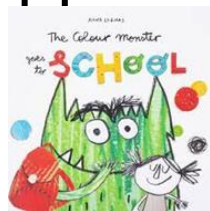


## Mathematics – White Rose

- **‘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.



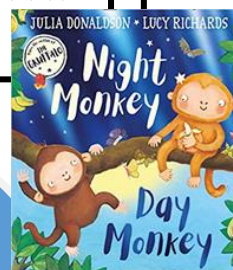
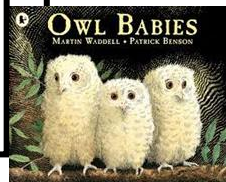
## Literacy/Phonics

Phase 1 phonics consolidation:

- Listening for environmental sounds
  - Instrumental sounds
  - Body percussion – clapping, stamping
  - Books with rhyming / repeated refrains
  - Alliteration
  - Hearing the initial sounds in words
  - Oral blending / segmenting skills
- Sharing books about starting school
  - Phonics baseline assessment

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



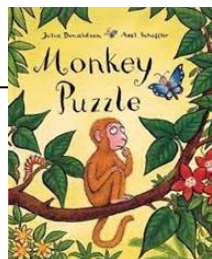
## Communication and Language

- Speech and Language Link Assessments
- Circle times to introduce school rules and expectations, sensible behaviour inside and outside the classroom, kind hands and feet, personal care and hygiene
- Discussions linked to ‘All About Me’ – “I wonder what makes me unique”
- Introducing the Joy Lane 3Rs
- Begin to join assemblies

## PSED

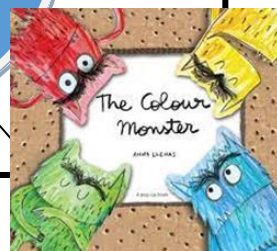
### Being Me in My World

- Self-identity.
- Understanding feelings
- Being in a classroom
- Being gentle.
- Rights and responsibilities
- 3Rs: Ready, Respectful and Responsible; learning the 3Rs song



## Expressive Arts and Design

- Introducing classroom resources
- ‘All about Me’ – self-portraits, family pictures in lolly-stick houses, drawing our family pets, what does my house look like?
- Halloween – weaving webs, paper plate spiders, pumpkin craft
- Daily creative fine motor activities



## Understanding the World

- Daily discussion of calendar and weather
- Exploring where we live- discussions about towns, house number/names etc.
- Scrap books- what we did over the summer (past and present)
- Places that are special to us
- Begin to understand the seasons
- Autumn – observing changes in our environment
- Halloween – celebrations and events
- Halloween – mixing potions
- “I wonder why leaves change colour?”
- “I wonder what I can mix together?”



## Physical Development

- Forest School sessions
- Daily wake and shake sessions
- Gross motor activities outside – climbing frame, bikes, assault courses, bats and balls, mini hurdles
- Learning to run, ride, climb, jump and balance safely
- Sand and water play
- Daily mindfulness / yoga
- PE - Body management

**Sparkling start:**  
Starting school!

**Marvellous Middle:**  
Ginger bread people -  
cooking and decorating

**Fabulous Finish:**  
Spooky Ball!

