

**Communication & Language:** To engage with class big books, Whiteboard activities and objects of reference. To recognise key words and using phonics to build words. To begin to follow handwriting patterns and form letters correctly. To begin to make supported positive and negative choices. Mark making with a variety of media. To use communication devices/PECS to make choices. Intensive interaction opportunities. To follow instructions. To respond to 'what, who, where, when and why' questions. To sequence events. Phonics work will follow the Read Write Inc programme. With support to write simple sentences and create simple sentences, labels and captions.

**Thinking & Problem Solving:** To begin to build memory through favourite activities, To begin to look for solutions to problems with an adults help, to be able to communicate a want or need To develop independence with finding solutions. To begin to group objects by shape and colour. To be able to get resources and equipment needed for an activity .To experience one to one counting to 10 and beyond using practical and fun equipment. To be able to add/take away a given number from 10/20. To know colours, shapes and sizes. To begin to play with money. To experience contrasting size concepts or 'big' and 'small'. To learn about sorting or ordering by size and using the language of comparing sizes. To learn about capacity, exploring 'full' and 'empty', comparing capacity, progressing to measuring by units of measurement.

**Myself & My Body:** To develop independence and self help skills. To join in classroom and playground games and PE equipment to help develop fine and gross motor skills. To become confident in moving in the water. To identify play and non play equipment and to use both correctly. To be able to talk about favourite activities. To recognise danger. To understand what makes you happy and sad.

**Life Skills- Understanding the World I Live in:** To be able to move safely and independently around the school, to explore different areas and carry out jobs. To look at different weather and seasons.

**Computing:** To learn that pictures tell us things. Using and activating programmes on the interactive board and class computer. Listening to stories, retelling and sequencing pictures. Finding out how to take photographs and adding images to presentations. Collecting data. To use cause and effect picture build programmes and art programmes on the computer and interactive board. To use the class I pad to access picture matching and art apps. To learn about internet safety.

### **My Creativity:**

Autumn Art to look at the changes in the colours of leaves at Autumn, to look at conkers, acorns etc. To create art work using different media, colours and textures. DT food linked to stories. To handle, experience and taste different healthy foods and drinks, linked to stories such as The Little Red Hen.

## **Thematic Learning: Every Day Heroes**

To think about the People Who help us, from our families to school to members of the emergency services and others in the wider community.

### **My World & My Community:**

Exploring the school and the different areas. Exploring the local area, Parks, shops, Mersey gateway and Runcorn Bridge, Norton Priory. To begin to look at different types of surfaces e.g. grass, gravel, rocks, bark on trees etc.

**Weather** we will be looking at different types of weather, experiencing different types of weather and thinking about clothes suitable for different types of weather.



**Learning through My Play:** To look at what we like and what we don't like. To begin to develop play skills by using a variety of large and small play equipment. To be able to make and communicate choices about what we like, don't like.

Play games such as Peek a Boo, Row Row Row your boat etc

To participate in and enjoy a variety of skill based activities, eg blowing bubbles, throwing and catching ball, playing on large play equipment to begin to play, share and take turns with friends.

**PE:** This term the focus is on dance; encouraging the children to move and respond to music in different ways. This includes following instructions, stopping and starting when the music plays, building up a sequence of movements, shapes and balances. We encourage the pupils to move safely around different areas and when climbing and balancing at the tyre park and in the soft play area.

## **Religious Education & Celebration**

### **Days: (SMSCD/ RSE)**

To think about why some celebrations are special? To find out about people who guide and help us in our lives. To find out about inspirational leaders. We will learn about stories of inspirational leaders in the Bible (i.e. Noah, Jonah and Moses.) To learn about different religions.