

<p>Prime Areas</p>	<p>Communication and Language 22-36</p> <ul style="list-style-type: none"> Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Learns new words very rapidly and is able to use them in communicating. <p>30-50</p> <ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Questions why things happen and gives explanations. Asks e.g. who, what, when, how <p>40-60</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. <p>Activities</p> <ul style="list-style-type: none"> Role play the stories Role play - African hut and fruit stand (outside) Small world tuff tray with animals Take children to the market and to Tesco Oral storytelling of Owl Babies, Bear Hunt and Handra's Surprise Bear Hunt sensory experience Assemblies 	<p>Physical Development 22-36</p> <ul style="list-style-type: none"> Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. <p>30-50</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>40-60</p> <ul style="list-style-type: none"> Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Eats a healthy range of foodstuffs and understands need for variety in food. <p>Activities</p> <ul style="list-style-type: none"> Cutting animals including owls and those in Handra's Surprise. Chopping fruit to make kababs. Healthy food linked to Handra's surprise. Paper basket weaving (BF) 	<p>Personal, Social and Emotional Development 22-36</p> <ul style="list-style-type: none"> Can express their own feelings such as sad, happy, cross, scared, worried Responds to the feelings and wishes of others Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. <p>30-50</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. <p>40-60</p> <ul style="list-style-type: none"> Confident to speak to others about own needs and wants Can describe self in positive terms and talk about abilities. Aware of the boundaries set, and of behavioural expectations in the setting. Initiates conversations, attends to and takes account of what others say. <p>Activities</p> <ul style="list-style-type: none"> Modelling how to use the different areas in the learning environment. Class tree with rules (above Oak pegs) Taste the fruit from the market or Tesco and discuss if they like it or not and why.
<p>Specific Areas</p>	<p>Literacy 22-36</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats words or phrases from familiar stories. <p>30-50</p> <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. Beginning to be aware of the way stories are structured. Suggests how the story might end. Describes main story settings, events and principal characters. Recognises familiar words such as own name. Sometimes gives meaning to marks as they draw and paint. <p>40-60</p> <ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Gives meaning to marks they make as they draw, write and paint. Can segment the sounds in simple words and blend them together and know which letters represent some of them. Hears and says the initial sound in words. <p>Week 1: Settling in week Week 2: Good to be me (alliteration and rhyme) Week 3: Owl babies - Oral storytelling, story mapping,</p>	<p>Maths - Numbers 22-36</p> <ul style="list-style-type: none"> Knows that a group of things changes in quantity when something is added or taken away Uses some language of quantities, such as 'more' and 'a lot'. <p>30-50</p> <ul style="list-style-type: none"> Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in representing numbers. <p>40-60</p> <ul style="list-style-type: none"> Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5 	<p>Maths - Space, shape and measure 22-36</p> <ul style="list-style-type: none"> Beginning to categorise objects according to properties such as shape or size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. <p>30-50</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>40-60</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time.

	<p>Week 4: Owl babies Week 5: Bear Hunt - Oral storytelling Week 6: Bear Hunt Week 7: Handra's Surprise - Oral storytelling, story mapping, Week 8: Handra's Surprise</p> <p>Resources</p> <ul style="list-style-type: none"> • Jolly phonics phonemes • Magnetic letters • Alphabet whiteboards • Flashcard phonemes • Phoneme writing frame 	<p>Activities</p> <ul style="list-style-type: none"> • Ordinal language for the animals (Handra's Surprise) • Counting the fruit in the basket (Handra's Surprise) • Taking away the fruit in the basket as the animals eat them (Handra's Surprise) • On standalone boards have a tree with plastic coloured balls stuck to them with Velcro. Children can count what happens when they take balls off and put them back on. <p>Resources</p> <ul style="list-style-type: none"> • Numicon to 10 • Tens frames to 10 • Numeral flashcards to 10 • Number line to 10 	<p>Activities</p> <ul style="list-style-type: none"> • Size of the owls • Sequence the story of Handra's Surprise • Positional language using an owl stick puppet • Bear Hunt- prepositions • Trip to Tesco to buy fruit • Weigh the fruit to see which is the heaviest • Order animals from tallest to shortest. • Design an African necklace using repeating patterns
	<p>Expressive Arts and Design 22-36</p> <ul style="list-style-type: none"> • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' <p>30-50</p> <ul style="list-style-type: none"> • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Uses various construction materials. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. <p>40-60</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Understands that different media can be combined to create new effects. • Creates simple representations of events, people and objects. • Introduces a storyline or narrative into their play. • Chooses particular colours to use for a purpose. <p>Skills</p> <ul style="list-style-type: none"> • Can use pencil, crayon, felt tips, chalk etc to draw • Uses a variety of tools/brushes to paint • Can use scissors to cut paper • Can make simple sculptures using malleable media • Can I talk about a picture / painting • Can print over objects to make patterns eg stencils 		<p>Understanding the World 22-36</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Enjoys playing with small-world models such as a farm, a garage, or a train track. <p>30-50</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p>40-60</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities and differences <p>Geography Skills</p> <ul style="list-style-type: none"> • Describe my classroom • Describe my home and where I live • Nature walk linked to Autumn and Owl Babies • Harvest linked to growing and Handra's Surprise <p>Science Skills</p> <ul style="list-style-type: none"> • Make observations of animals and habitats • Growing plants in October
Focus Areas	<p>RE</p> <p>A Wet and Windy Harvest for Puddles book Puddles lends a paw</p>	<p>Value/s</p> <p>Thankfulness</p> <ul style="list-style-type: none"> • Singing assembly • Celebration assembly 	<p>Phonics</p> <p>Phase One Rhyming Alliteration</p> <p>Phase Two Letter progression Set 1 : s a t p</p>

			<p>Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss</p> <ul style="list-style-type: none">• Practise previously learned letters• Practise oral blending and segmentation• Teach new letters• Teach blending and/or segmentation with letters• Teach tricky words• Practise reading and/or spelling words with the new letter• Read or write a caption using one or more high-frequency words and words containing the new letter
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