

<b>Year R</b>	<b>'London Class'</b>	<b>Autumn Term 1</b> 2 weeks - 11th - 22 <sup>rd</sup> September 2017	<b>2017/2018</b>
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### Communication and Language and Literacy

-Introductions and discussions about holidays.  
Intro new class name and discuss what London's like, linked to landmarks, famous people (royalty), red buses etc  
-Read stories  
BASELINE!

*CL-L&A- children listen attentively in a range of situations*  
-they listen to stories, accurately anticipating key events and respond to what they hear with comments  
*U - children answer questions about the stories*  
*S- children express themselves effectively*  
*KW-PC - remembers and talks about significant events in own lives*  
*TW- can talk about some things they have observed*

### Mathematics

-begin to recognise numbers 1-10 - Big Maths  
Size quantities and differences, estimating, 1 more and 1 less  
shape recognitions  
maths songs  
----- BASELINE!!  
Number songs - 5 speckled frogs.  
IWB - number run - counting

*C&L-LA- joins in repeated refrains in rhymes and songs*  
*N- counts actions and objects up to 10*  
*-Recognises some numerals*  
*SSM-shows awareness of shapes*  
*shows an awareness of similarities in shape*

### PSED

-Intro the class rules slowly - creative shelves, tambourine, lunchtime line up and selecting food.  
-Reinforce how special all books are while looking at them , how to look after them and where they live in the classroom  
-Discuss the safety precautions of the classroom and why we have rules. - How we walk around and all help to tidy up.  
-discuss and think of some safety class rules for our classroom  
-Introduce the prayers and why we pray- who we pray to. Discuss God and Jesus and how they look after us.  
-Discuss friendship - the importance.  
- Discuss value of the month - linked to stories  
- Taking turns with the resources and sharing.  
-Role play

*PSED-MFB- children understand the consequences of behaviours*  
-they work as part of a class and understand and follow rules  
-they show sensitivity to others and form good relationships with adults and peers  
*SCSA- children are confident to try new activities*  
*CL-U- children follow instructions*  
*CL-LA- children listen attentively to a range of situations*  
*EAD-EUMM- begins to build a repertoire of songs*

### Creative Development

-CIP - colouring plants and animal pictures  
free painting  
decorate apples for display  
-singing songs and nursery rhymes as a class

*C&L-LA- joins in repeated refrains in rhymes and songs*  
*MR- children play cooperatively taking turn with others*  
- initiates conversation  
*SCSA- children are confident to try new activities*  
*W - children give meaning to their marks*

## **UTW**

- Discuss the elements of books, spine, front cover, title, author, illustrator, blurb etc
  - Look at images of London - linked to famous places, history, and royalty
- Intro how to use the computer and IWB, support the children getting used to the programs.

*UW- TW- they talk about the features of their environment and how environments might vary from one another*

*- talk about changes*

*T- children select and use technology for a particular purpose*

*- uses ICT hardware to interact with age-appropriate computer programmes*

*PSED-MR- children play cooperatively, taking turns with others*

*C&L-U- children follow instructions*

## **Physical Development**

- Introducing the outside resources and the safety precautions.
- Using the resources outside for the first time.
- Introducing malleable resources and junk modelling for the first time.
- Harry - first PE and Imagine PE

*PD-MH- children show good control and coordination in large and small movements*

*- They move confidently in a range of ways safely negotiating space.*

*- They handle equipment safely*