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| **Literacy** | **Mathematics** | **Understanding the World** |
| **Talk 4 Writing Text: Goldilocks and the Three Bears**  **Word writing**-   * Children are encouraged to hear sounds in words. * Children will practise writing their names * Children will draw and mark make inside and outside. * Children will build up to writing other people’s names, captions and labels * Children will use sounds to sound out words and try to spell some short common words correctly (bug, the, and).   **Word Reading**   * Children are supported to read their name, class signs and labels. * Children are supported to read short, simple words in books and the learning environment. * ELS Phase 2 Phonics for all. | **Number**  **-** Recognising numbers to 10 (then 20)  - Reading numbers to 10 as words and digits.  -Working on counting carefully and methodically.  -Counting how many in a set.  - Number songs and rhymes  - Counting fingers and toes. Lining up objects to count them.  - Saying how many you have counted.  **Numerical Patterns**   * Compare quantities, up to 5, then 10, in a range nof contexts.   **Measures**   * Time – times of the day and what we do at those times, e.g. eat lunch, wash hands, go to bed. * Size – using everyday language to discuss size, e.g. big / bigger, small / smaller/ medium sized /little. | **Seasons-** We are observing the changes that occur in the seasons, what time of year is it now? How do we know when it is Autumn and when it is Summer? How does the weather change? How do the trees change? You could keep a diary of weather chart each day for a week or two and see what happens. What has been growing in our garden?  **Investigations –** digging for bugs…. What can you find hiding outside? Can you find a flying minibeast and a crawling one? Can you draw a picture of what you found and label it?  Can you find out what the biggest bugs are and where in the world they would be found? Can you find a ruler or measuring tape and draw a picture to scale of the biggest bug in the world? |
| **Personal, Social and Emotional development** | Image result for hedgehog clipart | **Communication and Language** |
| **Sharing**- taking turns with their family. Being kind and waiting when adults are busy. Sharing learning with adults, talking about what you have made.  **Being a good friend**- showing kindness to others and looking after their friends and family.  **Responsibility**- We are learning to take responsibly for tasks given such as making our own beds, getting dressed, washing our hands, tidying up and carrying our own belongings. | **Listening**- we are working on our concentration and listening skills.  Listening walks, rhyming and alliteration games.  Listening to stories read by others and answering questions about the characters and events.  Listening to and talking about stories and rhymes.  Talking about a show or tv programme you have watched.  Listening politely when other people are speaking so we can learn from others. |
| **Physical Development** | **Expressive Arts and Design** | **Life Skills** |
| **Pencil control-** we will beworking on holding our pencil correctly to form letter shapes.  **Fine motor** – use everyday tools and mark making equipment to keep your fingers nimble! Use pens, pencils, chalks, paintbrushes, scissors, playdough and pegs.  **Gross motor**- drawing on a large scale working on making wavy, straight and zig-zag lines. | Building on a large and small scale indoors and outdoors.  Can you make a big junk model?  Paint a self-portrait.  Draw yourself and your family.  Chalk colours, marks, shapes and pictures outside on the pavement / patio.  Sing your favourite song. | This is the start of a really important journey for the Hedgehogs children. Some of the skills they will learn at school will last them a lifetime, such as:   * Using a knife and fork * Looking after a friend * Cleaning up a mess * Saying please, thank you and I’m sorry * Asking for help |