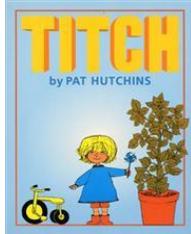
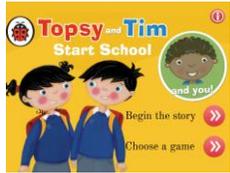
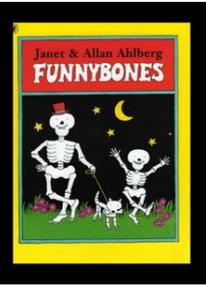


My Topic books



All about me

How can you help me at home?

- Help your child learn how to zip up their coat and trousers.
- Encourage your child to hold pencil/crayon near the point between the thumb and 2 fingers.
- When you go for walks look out for numbers and shapes.
- Practice tracing/writing their name
- Make sure you read frequently with your child. After reading stories talk about them; retelling the story, which character they liked/disliked and why.

Personal, Social and Emotional Development

To describe self in positive terms and talk about abilities.
 To talk about how they and others show feelings,
 To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
 Takes steps to resolve conflicts with other children, e.g. finding a compromise

Communication and Language

To respond to instructions involving a two-part sequence
 To maintain attention, concentrate and sit quietly during appropriate activity.
 To Understand humour, e.g. nonsense rhymes, jokes.
 Extends vocabulary by exploring the meaning and sounds of new words.
 Extends vocabulary by grouping and naming.
 Uses language to imagine and recreate roles and experiences in play situations

Physical development

Can copy some letters, e.g. letters from their name.
 Experiments with different ways of moving.
 Shows a preference for a dominant hand.
 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks

Planned activities to support areas of development

During circle times children have time to discuss issues that arise around friendship, behaviour and worries.
 Children will be given a specific area to focus on during tidy up time and be reminded how to 'Stay on Green'!
 Every day there will be a 'Special Helper' who takes on additional responsibilities within the classroom.
 The children will create a set of class rules during circle time and make a display to remind us of what we have agreed will make a happy classroom. The children what activities they like and why, and say what they are good at.

In small groups they will be encouraged to talk about likes and dislikes.
 Daily carpet sessions give opportunities for children to answer questions on topic books and story books, predict key events, and learn new vocabulary.
 While working on a story or topic children have opportunities to explore their speaking and listening skills through roll play and drama this is encouraged in their free play and in smaller groups outside or in our themed role play areas.

In P.E. lessons children will first learn to take shoes and socks off and put them on, independently.
 They will try balancing on different equipment both in and outside and learning to ride bikes and scooters.
 Children will have a wide range of art activities and opportunities to use different tools.

<p style="text-align: center;">Literacy</p> <p>Beginning to be aware of the way stories are structured. Suggests how the story might end. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Continues a rhyming string. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p style="text-align: center;">Mathematics</p> <p>Counts objects to 10, and beginning to count beyond 10 (Can count in a line) Counts actions or objects which cannot be moved. Can say which number is one more or one less than a given number. Children count reliably with numbers from one to 20, Can count from non-zero starting point (up to 20) (MC) Recognises numerals 0 to 5/ 0-10/ 0-20 Uses positional language (below, above, next to, beside, in front, behind and on top) Orders two or three items by length or height. Selects a particular named shape.</p>	<p style="text-align: center;">Understanding the world</p> <p>Enjoys joining in with family customs and routines. Shows care and concern for living things and the environment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p style="text-align: center;">Expressive Arts and Design</p> <p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Plays alongside other children who are engaged in the same theme. Chooses particular colours to use for a purpose.</p>
Planned activities to support areas of development			
<p>Adults will read once a week 1-2-1 with each child, as well as several story books as a whole class. Some of these will be used to inspire free choice activities. The children also have a daily phonics lesson following the 'Read Write Inc.' programme and learn phonemes through actions by to singing 'Jolly Phonics'.</p>	<p>The children have regular maths carpet sessions. Through games, stories, adult led and child initiated activities, children have opportunities to read numerals and count with 1-2-1 correspondence. They will be doing lots of themed work around our topic and story books.</p>	<p>Each Friday the class bear/frog will be sent home with one child for them to look after. On Monday they will have the opportunity to share their adventure.</p>	<p>Every day the children will have an art activity. Sometimes these will be adult led and other times child initiated. Children will have an opportunity to experiment with a wide range of natural and manmade materials. Through small world and role play children will have opportunities to create narrative in their play. Children have daily song and dance times as well as weekly music lessons.</p>