

Communication and Language Literacy – Reading & Writing

- Role play - home corner
- Small world – changed weekly
- Learning to write name
- Daily class story telling
- Free-flow choosing time in EYFS classroom
- Spanish lessons
- Assemblies and circle times
- Development of pencil grip
- Mark marking opportunities
- Discussion and conversation with peers and adults
- Talk for writing/drawing, including Talk Homework
- Understanding purposes for writing
- Home reading books

Personal, Social & Emotional Development

- Developing new friendships at school
- Eagle Owls Buddy System
- Families – similarities and differences
- Board games with peers and general taking turns/sharing at school
- Free-flow choosing time in EYFS classroom
- 'Ourselves' – photos and drawings/paintings
- Learning new routines
- Developing new relationships at school (with both adults and children)
- Rules, boundaries and expectations at school

Physical Development

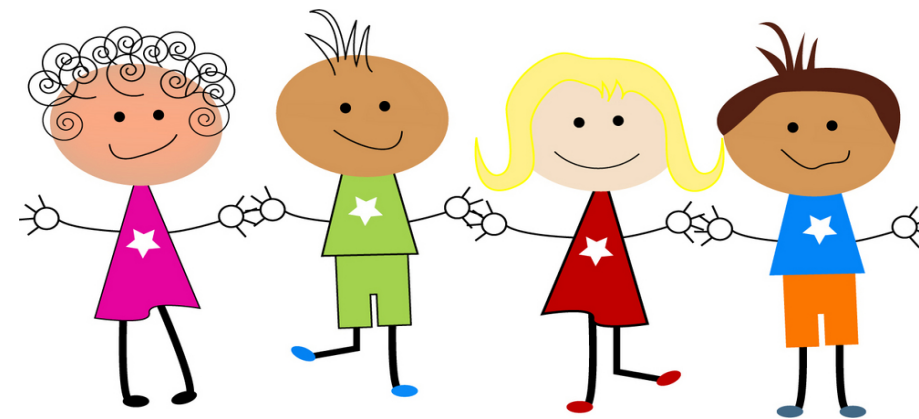
- Fine motor and sensory tray changed weekly
- Learning to hold a pencil using an appropriate grip – establishing whether left or right handed
- Use of scissors
- Changing shoes for playtimes
- Dressing and undressing for PE
- Bikes and scooters
- Trim trail
- Outdoor area resources – including lifting, moving, spatial awareness and risk taking – also including den building
- PE lessons

Owlets Class Planning "Me and My Family" Autumn 1 2017

Phonics

Discrete systematic phonics teaching ongoing throughout term, differentiated as appropriate in line with DfE Letters & Sounds, but using Read Write Inc sound rhymes.

To start with Phase 1 and then combine with Phase 2 as sounds are taught



Understanding the World

- Photos of me and my family and/or house – use of cameras/iPads
- Drawings of me/my family
- Similarities and differences between my family and my friends' families
 - Who's in my family?
 - How big is my family?
 - What does it mean to be a family?
- Talk and discussion around ourselves and our families
- What it means to be at school – my place at school and how I am an important member of my class/school community
- Things in my community – transport, places, homes

Baseline Assessments

Baseline Assessments of children's starting points to be taken and recorded in the first half term of teaching.

To include:

- Ongoing observations (photos of notes) detailing snapshots of children's learning – encompassing all 17 areas of learning
- Phonics assessment
- Hand grip and name writing assessment
- Number recognition
- 2D shape recognition

Expressive Arts & Design

- Drawing me and my family
- Construction play – logical reasoning and problem solving
- Outdoor play
- Role-play area – making up stories alongside other children
- Learning colours – including colour exploration with paints/art materials
- Hand printing
- Letter art
- Lollipop houses
- Playdough faces
- Face jigsaw puzzles
- Self-portraits

Mathematics – Number & Shape, Space and Measures

- Number recognition and formation – incorporated throughout many areas of the classroom as well as through adult input, such as use of the phone in the home corner
- 1:1 correspondence counting
- Cooking and baking in home corner – measures and counting ingredients
- 2D shapes – including activities such as shape houses (cut and stick), Dotty Dinosaurs game
- How many people live in your house? How old are they?
- Colours – including colour hunt, mixing paint etc.
- Number ordering problems and games
- Matching games e.g. pairing socks