

Week Beginning	06/09/21	13/09/21	20/09/21	27/09/21	04/10/21	11/10/21	18/10/21
Communication and Language <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Following teachers' lead in classroom routines – tidy up, washing hands. Listen to, join in with and respond to music, stories, rhymes and songs. Encourage listening to sounds in the environment/listening walks. Use a variety of communication skills/resources. Talk about friends and families – use LJ books as prompts. Express and talk about different feelings. Vocabulary linked to children's interests, friends, families and feelings.</p>			<p>Listen and respond to stories, rhymes and songs. <i>Encourage listening through interventions, eg. Bucket Time.</i> Support conversations between children. <i>Resources that spark imagination/encourage talk.</i> Listen and respond to stories, rhymes and songs. Listen to other children as they play/make friends. <i>Encourage language through play/role play.</i> <i>Support language and speaking skills through commenting and extending.</i> Vocabulary linked to children's interests, friends, families – similarities and differences.</p>			
Literacy <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Share stories, songs, rhymes in the environment, using props/ actions/Makaton/acting them out – bringing them to life. <i>Share books linked to children's interests.</i> Listen and respond to core book – 'Brown Bear, Brown Bear'. – repeating language of the book as a chorus. Develop physical skills – climbing/finger gym/using cutlery/messy play/dough.</p>			<p>Share stories, songs, rhymes, using props/ actions/acting them out – bringing them to life. Listen/respond to book – 'So Much' Use info books to support play inside and outside. <i>Different media/materials for mark making in play, such as paint, pens, chalk and water.</i> <i>Mark making linked to role play and interests.</i></p>			
Letters and Sounds	<p>Environmental Sounds: Drum outside using pots, pans, posts, buckets, etc. Listening walk in the garden. Animal Sounds of the animals in 'Brown, Bear Brown,</p>			<p>Environmental Sounds: Add sounds to story – the doorbell ringing in 'So Much' the sounds of the visitors as they greet and play with the baby. Use instruments to support keeping the beat during our songs and the rhythm of our stories. Sounds of the animals in 'Brown Bear'.</p>			
Mathematics <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Number songs and rhymes (eg. using fingers/props, such as 5 Little Monkeys). <i>Count in everyday/real-life contexts (eg. children at snack, tidy up time).</i> Say counting sequence in play, forwards and backwards, eg. 'hide and seek'. Mathematical language involving space, shape and measures in the environment eg water (capacity), climbing (space), block play (shape). Sorting and matching – colours and picture dominoes.</p>			<p>Number songs and rhymes as we march and tap on our way to lunch hall. Counting the number of children in line. Matching pictures and colours in dominoes. Counting and measuring while cooking. Measuring with unifix cubes – dinosaurs.</p>			
Understanding the World <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Learning the names of the animals and the animals sounds in our Core Book Br.Bear. Weeding/composting in the allotment/mud kitchen. Explore the mud kitchen, water, dough, sand. Learn about our friends and families (eg. from family photos in LJ books/known and using each other's names). <i>Talk about home life and family, eg. by looking through LJ Book.</i> Explore signs of Autumn – conkers, acorns, leaves, pine cones.</p>			<p>Explore natural resources linked to Autumn – pine cones, conkers, acorns, pumpkins. Opportunities to cook, with our guests. – which countries are these foods cooked/popular. Opportunities to cook/explore vegetables, eg. cooking dumplings, chopping vegetables Learn about important people in Black History <i>Support interests in plants, insects, bugs and birds in the garden.</i> Explore natural resources linked to Autumn, eg. leaves (garlands) , pumpkins, sunflowers (seeds). Planting bulbs in our garden.</p>			
Expressive Arts and Design <i>Skills, Knowledge and Understanding</i> <i>Activities/ Resources/ Opportunities</i>	<p>Explore creative resources and learn/practise skills. Focus on colour through creative activities. Model role play in the homecorner/shop/café. Respond to music – dance/movement to the Brown Bear Song. <i>Develop imaginative play skills, linking up with others to play cooperatively, making props and using large-scale construction.</i></p>			<p>Painting techniques – cleaning brush, changing water, mixing paints, etc. Self-portraits – use mirrors to look at the detail of our faces. Use pencil/crayon/paint and clay to create self-portraits. Mixing skin tone paints/playdough. Art/painting inspired by Jennifer Packer and Lynette Yiadom-Boakye</p>			

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