

Learning in ELP during Autumn 2

Welcome parents and carers

Festivals and Celebrations



We use these topics as a stimulus for cross-curricular teaching.

Our topic this term is: Festivals and Celebrations



This is the over-arching theme for this term.

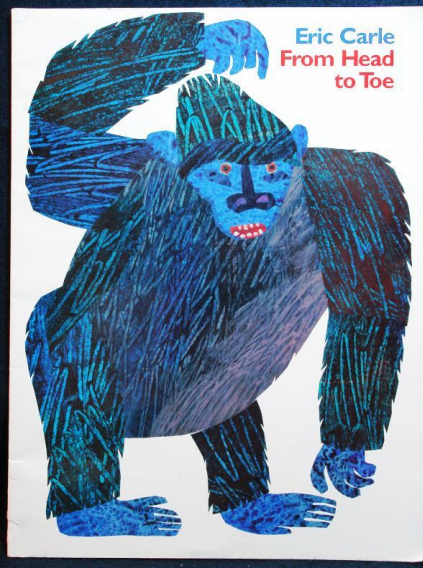
We use this theme to support teaching in other areas of the curriculum e.g. Literacy, Understanding the World, Expressive Arts etc.

We pay close attention to the children's interests and their developmental needs and next steps

Literacy

Books:

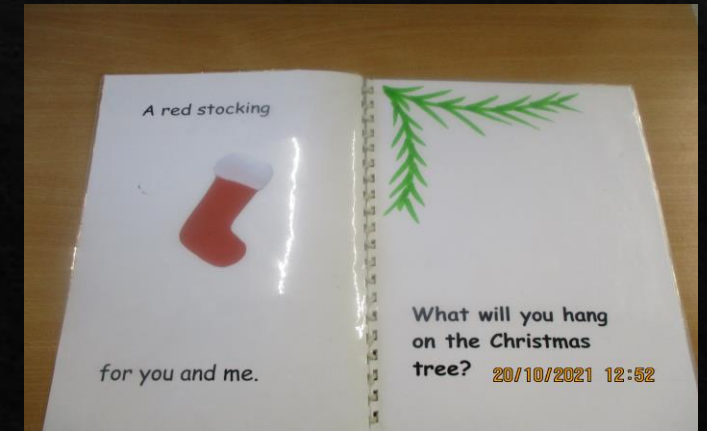
“From Head to Toe” by Eric Carle



Focus: To describe main storysettings, events and principle characters beginning to be aware of the way a story is structured.

“What will you hang on the Christmas tree”

A Christmas story written by Claire McFadden,
A former teacher in the ELP Provision.



Literacy

At 'good morning' time, children and adults will be shown their picture name cards. Adults will model recognising their own card and will place it on the board.

Each child will be supported in recognising their card and placing it on the board. Introduce "From Head To Toe" at circle time. All adults to join in with text and signing.

Books are used to encourage students to develop their listening skills alongside their literacy skills. Adults will leave gaps within familiar stories so children can fill in lines/sentences.

Literacy

- To be able to pick out my picture name card from the choice of two or three.
- Know the names of others in the class.
- To begin to retell the story using props.
- To join in with actions and fill in words at the end of a familiar line.

Maths

All adults will model counting up to ten to introduce, 'tidy up' time.
To join in with counting and to know that the last number counted is how many.
To begin to know where things happen.
To be aware of shapes in the environment (focus on triangles, circles)
Number rhymes during free play and circle time.

We will model name and signing of animals during focus book 'From Head to Toe' and to reinforce during colour focus Attention Builders.



Maths

All adults will model counting in all areas of the nursery. When we count the last object we will ask, 'How many is that?' We will pause for the response and then model the appropriate response, i.e., "Three stars!"

Children to stand on a spot before an action takes place, e.g. hula hooping, waving a ribbon.

Reinforcing the shape of a star in a variety of STAR, CIRCLE, etc. we will have activities across the week-decorating stars, singing star songs and watching Star attention builders. This will be on the lead up to Christmas.

We will provide number displays and props for number rhymes.

All adults will model writing numbers in free play and during circle times where appropriate.

Model counting out equipment at bucket time and during free play.

Adults will leave a pause during counting to give opportunity for children to fill in.

Expressive Arts and Design

We will be looking at different musical instruments. Your children will be listening to different percussion instruments and what they sound like -- Tick Tock song with claves, familiar songs with bells and shakers.

We will continue to enjoy learning and joining in with new action songs and rhymes - Adults will model singing and actions to songs and rhymes at circle time and during free play.

Every Friday we join the main nursery classes for a singing session and for Star of the Week.

We will change this to several days a week to learn Christmas songs for our Christmas concert.

Begin to link pretend play with a real experience - Children will participate in circle time drama game such as jumping on a trampoline, walking along a beam etc. This activity will be immediately followed by acting out the drama game at the group work table using small world equipment..

Expressive Arts and Design

Each child will be encouraged to explore various 'messy' activities at 'Group work' Adults will provide materials such as sand, dry rice, shaving foam and paint. We will encourage exploration by modelling, using hands, fingers and simple tools such as paint brushes, combs styluses etc.

Adults will model singing and actions to songs and rhymes at circle time and during free play.

*Class will join main nursery classes for a singing session once a week to learn Christmas songs.

Children will participate in circle time drama game such as jumping on a trampoline, walking along a beam etc. This activity will be immediately followed by acting out the drama game at the group work table using small world equipment.



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Understanding the World

All adults will use visual prompts and sung cues as well as Makaton signing to warn each child when an activity is coming to an end and what is going to happen next. We will use reduced consistent language.

Adults will support each child in moving to different areas of the nursery to complete various activities such as hanging up coat or apron, using the toilet, coming to circle/bucket time etc. all adults will use reduced consistent language to reinforce action.

We will introduce Individual visual timetables for specific children.

Understanding the World

To be aware that Christmas is a special time of year - .

We will read our Christmas story - What Shall we Hang on the Christmas Tree?

Rehearsing and performing Nursery Christmas Show alongside mainstream peers.



Personal, Social, Emotional Development PSED

- To be able to see an activity through to completion with increasing independence – we will introduce Skill School with all children. Adults will use visual prompts and count up to ten before supporting child to move to workstation. Adult will be on hand to reinforce routine, but will gradually decrease support as each child becomes increasingly familiar and confident with the routine.
- To be able to participate in a circle time drama game that involves moving around the classroom with increasing independence after seeing it modelled – These are turn taking drama games that involve moving around the classroom. Adults to model having a turn first and support children in moving from chair to having a turn and back again.

Personal, Social, Emotional Development PSED

- Children to accept taking turns in an adult led circle time activity and also during free play - Adults will use Turn Taking Song at circle time and in free play indoors and outside to indicate the beginning and end of each turn. Children will take part in fast moving adult led activity such a 'Marble Run' and click clack.

Communication and Language

Adults will engage individual children in simple games such as blowing bubbles or making a car race across the floor. Adults will pause before blowing bubbles or releasing the car in order to encourage eye contact.

Some equipment will be placed out of reach but in view to encourage communication. Adult will name item or action as she gives it to the child.

Adult will offer two items (toys or snack) to a child. The child will be given time to make choice by naming, reaching or pointing.

PECS (Picture Exchange Communication System) has been introduced and the children has made good progress with discriminating between the cards, travelling to an adult to request a snack or a toy.

Communication and Language

- ◆ Introduce Skill School, involving 1 single task e.g. posting coins into jar/posting shapes into sorter/completing inset puzzle.
- ◆ Adult to model first and then use hand over hand to prompt child to complete task.
- ◆ Continue with whiteboards and visual prompts. Children will initially be given hand over hand support to use these. Support will be decreased as children become familiar with the routine.
- ◆ Move on to Phase two and three of PECS. Increase distance and develop persistence.
- ◆ Communication boards in classroom and outside areas for children to request equipment and play actions.

Communication and Language

- ◆ To request a snack item using The Picture Exchange Communication System.
- ◆ To indicate 'more' by making eye contact or moving body in a simple people game such as peebo - Adult will engage child in a simple game such as peebo or criss cross. After a few turns, adult will pause to allow child to indicate that they want the activity to continue.

Physical Development

Each child will be encouraged to explore the climbing apparatus and outdoor equipment in all outside areas. Adults offer support where it is needed and will model how to use various equipment safely.

Children will be offered different mark making activities including, white boards and pens, salt tray, paint and brush, shaving foam etc. Adults will model mark making where appropriate.



Physical Development

To be able to dress with help, e.g. puts arms into open-fronted coat ,pulls up own trousers, and pulls up zipper once it is fastened at the bottom - Continue to encourage children to have a go at putting arms in sleeves and pulling up zips.

To develop gross motor skills and hand eye coordination - Children will be participate in different drama games such as throwing bean bags, hoop on stick, and monkeys on the tree. ribbon dancing, hula-hooping and walking on the beam.

The importance of reading regularly

Reading for pleasure

Developing Confidence

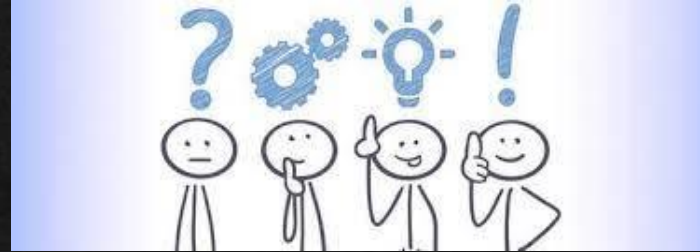
Supporting writing skills

Special Time



**The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss**

Questions or queries?



You are still able to email your child's class teacher directly.

elp.teachers@winterbourne-inf.croydon.sch.uk