

Parents

Little Stars

er 1



Growth

Working together



BUTTERFLY
LIFE CYCLE



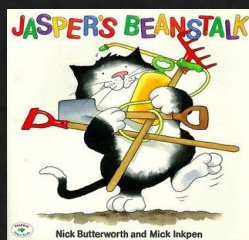
Our topic this term is: Growth



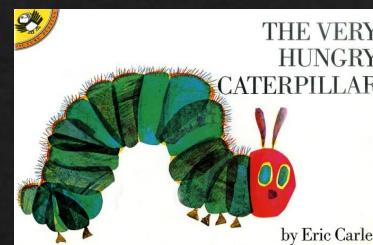
This is the over-arching theme for this term.

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



- To listen to stories with increasing attention and recall.
- To enjoy the story of The Very Hungry Caterpillar by Eric Carle and Jasper's Beanstalk By Nick Butterworth and Mick Inkpen.
- Begin to fill in the words at the end of familiar lines.
- To recognise different fruits and colours.
- To become familiar with and enjoy the story of The Very Hungry Caterpillar.
- We will encourage children to notice print in all areas of the classroom and in familiar stories.
- To be able to read familiar words in the room.
- To begin to recognise the days of the week. We will introduce this at hello time.
- Encouraging them to match either pictures or objects to familiar words during free play, circle time and workstations.
- Your children will see writing modelled and to use mark-making tools like chalk, paint, felt tips, wax crayons, wipe pens, coloured pencils etc. All adults to model writing names of characters in favourite stories.

Maths

- To be aware of size language - Adult will continue action songs such as 'I am little'. Model size language in all areas of the classroom, particularly at circle times e.g. 'big egg, small egg, small seed'.
- All adults will model counting out equipment - Adults will pause to allow children to fill in next number.
- When counting out equipment in group activities and one to one, adult will count out loud and say, "One, two, three, I have three." - Know how many we have by counting.
- To be able to give 1 or 2 objects on request. - Link to Hungry caterpillar story, ask individuals to 'give 1 plum to Miss Grant/give 2 strawberries to Miss Jones'.

Expressive Arts and Design

- Learn new songs and begin to join in with words and actions.
- Circle time: There's a tiny caterpillar on a leaf, one little caterpillar, five fat peas.
- Explore paint and printing - Printing with letter cookie cutters

Understanding the World

- To notice that seeds grow.
- We will be planting a variety of seeds and watering them - Visiting the garden to see and smell the flowers that are growing and to see the seeds that have recently sprouted.
- Begin to understand that living things grow. - Introduce 'The Caterpillar is in the Cocoon' drama game - Read the story of The Very Hungry Caterpillar.
- To be aware of different people in their class - Children will be encouraged to point to their peers and identify them and naming them
- To be aware of changes in weather. At good morning time, children will be encouraged to look outside at the sky and recognise different weather conditions.

Personal, Social, Emotional Development

PSED

- To be increasingly aware of their peers and to work as part of a group.
- To be able to wait for a turn, both with one other person and in a group.
- Introduce drama game: The caterpillar is in the cocoon. Adult will model the game and then support all children to participate as well as have a turn at being the caterpillar. Adults will reinforce understanding by pointing to whose turn it is and naming them.
- To be able to choose whose turn is next in a circle time turn taking game - Adults will model choosing who is next by saying, "I choose....Michael" signing 'choose' and pointing to the child.

Communication and Language (CAL)

- There will be new activities on the individual visual timetable and to accept changes in the order.
- Adults will introduce new activities and new symbols to individual timetables, eg water the plants, choose a book etc. . Adults will support children in looking at new cards and moving to new activity.
- Children will initially be given hand over hand support to use individual visual timetable. Support will be decreased as children become familiar with the routine
- Adults will join a child's play and ensure that they know the names of the objects. The adult will then give an instruction such as "give the red truck to Miss Jones."
- To use single words and short phrases to express feelings such as, 'stop, I don't like it' or, 'It's my turn'.
- When a child is having difficulty in expressing himself, the adult will speak on the child's behalf and leave opportunity for the child to copy the modelled language.
- To develop joint attention with an adult in play activity - Intensive Interaction Therapy. Adults to copy child's play actions.

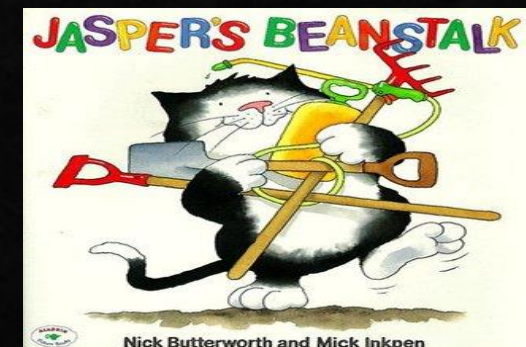
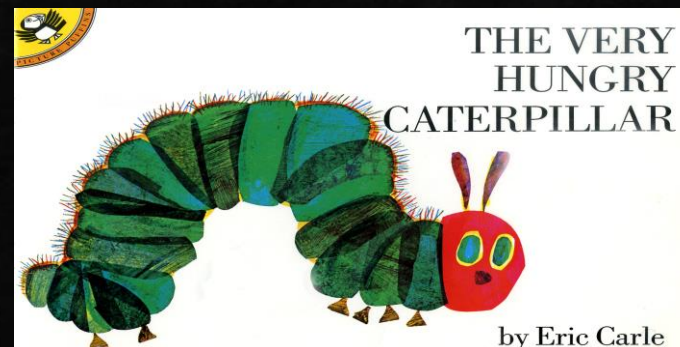
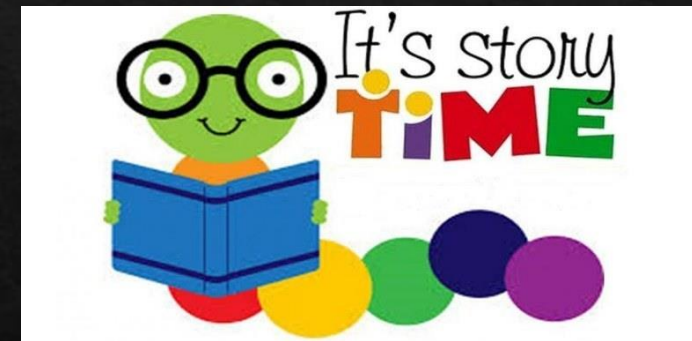
Physical Development

- To be able to throw a ball/bean bag to another person and to be able to catch it.
- Attention Building: Child stands on 'spot' holding ball. All sing: Stand on the spot
- Catch the ball
- Ready steady catch/throw!
- Child will be encouraged to throw the ball to adult and then catch it when thrown back.
- To be able to use one and two handed tools with increasing control.
- Group work: Using spoon to fill container with soil, using a rolling pin and biscuit cutter to make playdough shapes, using scissors with one and both hands to snip paper.
- To be able to copy different ways of moving. Outside area: Moving in different ways around the playground i.e. stomping, creeping, running, walking, going backwards. Wobbling, reaching, jumping etc.
- 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.

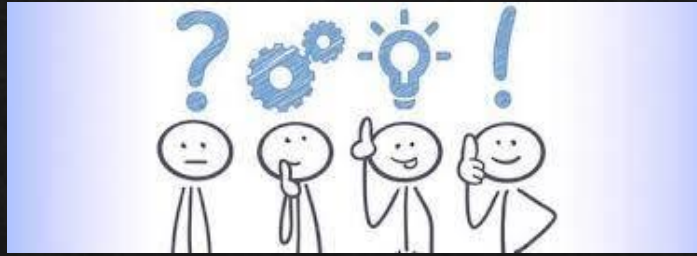
Reading

- Reading with an adult
- Building upon phonic skills
- Opportunities to talk about pictures
- Reading tricky words
- Opportunities for independent reading
- Opportunities to read for pleasure

Story-time twice a day



Questions or queries?



You are still able to email your child's class teachers or the SENDCo directly.

inclusion@winterbourne-inf.croydon.sch.uk