

Understanding the World

Know the different body parts and their functions. Play 'I spy with my little eye' and 'I hear with my little ear'.

Bring in a photograph of when you were a baby + compare with a photo of you now – how have you changed? What can you do now?)

Discuss and order stages of growth – naming + labelling body parts.

Exploring our senses: covered smelling pots, going on a listening walk around the school, play games such as guess the sound and identify objects blindfolded through taste)

Special people – family, friends and God & Jesus. Also a contemporary black figure to link with BHM.

Learn the wider school geography; complete trails. Learn about countries of the world and discuss countries that are special to our children and why.

Children to familiarise themselves with the Computer Room and learn how to log on/off computers as well as explore a range of age-appropriate programs. Engage with a range of educational apps using the iPads.

Communication, Language & Literacy

Role play area = Home Corner for 2 weeks, then change to a hospital (consolidate body parts, e.g. broken finger, bandage my head)

Instructions – put your right hand on your left elbow; your shoulder on your cheek, etc.

Book of favourite things – discuss favourite colour, meal, TV programme and have an 'I can...' section: I can tie my laces, speak another language, I can write to my Gran in Nigeria... (different cultures).

Body poems – 'With my hands I can..., with my feet I can...' (writing frame). Action & Hand rhymes, e.g. One little finger...tap, tap, tap.

Role Play – using puppets, masks & costumes.

Texts:

My Body (Info. text + guided reading pack)

My History (info. text + guided reading pack)

Each Peach Pear Plum (I spy...links with senses)

Harry and the Robots (introduce hospital – Nan goes to hospital – and make own robots with arms, legs, etc)

Brown Bear, Brown Bear (sight) & Polar Bear, Polar Bear (hearing)

Personal, Social & Emotional Development

Care of belongings: hanging my belongings on my peg, water bottles on table, finding my name card for self-registration, etc.

Getting to know each other – name songs/games.

Classroom environment & routines.

Our rules: in class, during wet play, in the playground.

Personal hygiene – imp. of washing hands before eating, after using the toilet, etc.

Playground expectations: behaviour, playing together positively (sharing & taking turns), learning appropriate games.

Lunchtime routines in the dinner hall, hanging coats on pegs & retrieving these.

Dressing/undressing for PE.

Look at similarities/differences – we are all different, but equally as special. We are all made in the image and likeness of God.

* RE lessons also taught from Come & See scheme.

Texts: It's My Turn

All About Me (& my senses)

Physical Development

Play action games with the use of different body parts, e.g. 'The Hokey Cokey' and 'Head, shoulders knees and toes', etc.

Draw around and cut out face shapes & masks. Peel & stick facial features (fine motor skills).

Practice fastenings: zips, poppers, large buttons, latches, then buttoning own shirts and an introduction to ties.

Clapping games – pat-a-cake, etc.

Action rhymes – One finger and thumb keep moving...Tommy Thumb (manipulate fingers effectively).

Different ways to move in PE (large and small movements; movements with different body parts – slide on tummy; gallop with feet, wave with hand, frog bounce with hands, feet + knees).

Exploring different sized balls and rolling skills.

Mathematics

Number work – Number rhymes. Focus on numbers 0-20 and beyond, chanting, 1 to 1 counting, number recognition, ordering numbers, correct number formation with different media, 1 more/less, number hunt around school (to learn school geography).

Number book – numbers of personal significance, e.g. my age, shoe size, home door number, telephone number, height, the number bus I get to school, the number of brother/sisters I have, the number of pets I have, the numbers on my car number plate, etc.

Make models of people/robots (robot link to Harry & the Robots text) – reinforce learning of different body parts. When making a robot, use 2D shapes to create a flat robot design, then construct one with 3D solid shapes and compare the 2D & 3D versions.

Pictograms – show the class' hair colours, eye colours, shoe sizes, height, favourite Disney characters, etc.

Positional language – Play 'Simon says...' to reinforce learning of the different body parts, etc.

Expressive Arts & Design

Self portraits – use mirrors to help select the correct skin/eye colours using a selection of materials.

Papier maché faces – cover balloons with a flour & water paste. Then decorate (takes several stages – over the half term).

Colour match – lighten and darken paint with white/black to achieve correct skin colour.

Music teacher to teach senses song: 'These are my eyes, these are my eyes, these are my eyes so I can see...these are my ears, etc'

* Possible links to be made to whole school Black History Month project during the month of October.