

Personal, Social & Emotional Development (Prime Area)

- Self-registration using cherries and finding own tag on pegs.
- Welcome new starters, encouraging activity to ensure children feel comfortable in their environment
- Facilitate opportunities for play and exploration in all areas of the environment (indoor and outdoor) which enable children to feel secure and settled
- Interact with adults and sit for a short period of time at 'Good Morning Time' and story time
- Through play and interaction, develop a bond with Cherry Class staff – encourage children to come to staff to have needs met, to show and to tell
- Dialogue with children and their family to complete 'All About Me' sheets to ensure that staff get to know each child
- Home/school link task – bring in a photo from home to add to family display to facilitate settling in
- Facilitate opportunities for children to join another friend in play – through small world, tuff tray play etc.

Literacy (Specific Area)

- Main theme – Reading and showing understanding of the the traditional story of the three little pigs
- Mark making opportunities continually available with small crayons/pens, pencils/mud/sticks/water/paint/chalk to encourage pincer grips and control and enabling adults to intervene with guidance on grip and to encourage a range of pre-writing shapes and lines
- Using key vocabulary to help to re-tell the story of the Three Little Pigs and other stories read together (encourage use of three word sentences where appropriate)
- Where appropriate, children to have their own name card to start tracing their own name guided with an adult to encourage correct formation.

Communication & Language (Prime Area)

- Listen to and enjoy a range of stories including focus story 'The Three Little Pigs'
- Join in with actions and refrains in stories read (particularly focus story 'The Three Little Pigs')
- Children to respond to questions involving who, what, when, why when engaging with stories (use visual prompts to facilitate children's ability to communicate information)
- Encourage children to talk about stories and characters as they create props and pictures relating to stories read (for example – 3 Little Pig masks, 3 houses for the little pigs)
- Work collaboratively with adults to sequence events in stories using key visual prompts
- Children to use refrains and key vocabulary from stories read as they engage in small world and tuff tray play
- Explore language relating to autumnal colours when looking at autumn leaves

Swansfield Park Primary School Cherry Class Pre-School

Autumn 1 2020

Main themes:

All about me

Autumn

The three little pigs

Mathematics (Specific Area)

- Regular experience of counting songs and counting within play
- Explore size through Little Pig game
- Autumn produce stimulus for counting, ordering size, comparing

Expressive Arts and Design (Specific Area)

- Regular experience of song and rhyme
- Regular access to manipulative materials for creative exploration (autumn focus)
- Regular access to paint, glue, collage materials

Physical Development (Prime Area).

- Engage with and explore tools and resources in wendy house flowers station
- Facilitate opportunities for fine and gross motor skill during outdoor play including mud kitchen play with pots and pans, planks and crates, shoots and trikes
- Use the school environment for running and negotiating obstacles (trees, outdoor furniture etc)
- Create opportunities for children to sit on chairs at tables, on Cherry class sofa and to negotiate space in the classroom around other furniture
- Daily routine encouraged for individual children potty/toilet training and encouraging hygienic routine.
- Facilitate tuff tray play for fine motor development (pigs with straw, lollipop sticks and Lego bricks)
- Facilitate opportunities for children to use pencils and other mark making tools to make scribble marks, follow and create lines and where appropriate encourage correct pencil grip.
- Begin to encourage independence in getting ready for outdoors (putting on wellies and coats)
- Offer opportunities for children to sample healthy snacks - fruits and vegetables. Allow sensory play with food where appropriate for familiarisation

Understanding the World (Specific Area)

- Exploration of the changing season using the school field. Discuss changes, colours and textures seen (Conker paint rolling, explore sticks, leaf painting and printing)
- Talk about properties of bricks and let children describe with simple key words (hard, rough, red)
- Name and describe fruits and vegetables and explore through sensory play and printing
- Use songs and rhymes to name and explore body parts

Subject to change depending on children's interests/experiences and celebrations/traditions/opportunities which arise