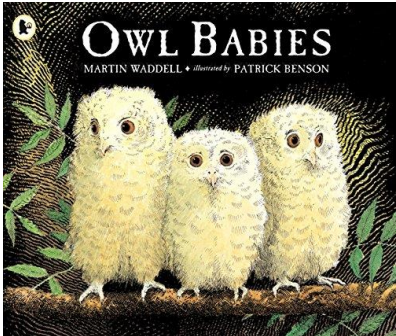


<p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>To talk about the people in our school who help us.</li> <li>To talk about who we are and getting to know everyone. Making friends.</li> <li>To talk about their feelings – what makes them feel sad and happy – Introduce Colour Monster</li> <li>To talk about looking after each other and comforting one another.</li> <li>To look at how to take turns and how we can share the equipment in school.</li> <li>Learning our school rules – A,B,C,D,E</li> </ul>	<p><b><u>Enrichment Activities</u></b></p> <p>Visit by an owl or visit a bird sanctuary.</p> <p>Visit the school fields and look at the trees – who would live in the trees?</p>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>To draw their family members.</li> <li>To focus on the initial phonemes of the owls – S Sarah, P Percy B Bill</li> <li>To draw a picture of the story and say what happens.</li> <li>To talk about what happens at the beginning and ending of the story.</li> <li>To retell the story and act out the story.</li> <li>To talk about the different characters.</li> <li>To write their name.</li> <li>Blending and segmenting and initial phonemes.</li> </ul>
<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>To develop a correct pencil grip – lines/circles.</li> <li>To move in different ways – jump, hop, skip, gallop</li> <li>To climb and balance on the big outdoor equipment.</li> <li>To sit at a table correctly.</li> <li>To demonstrate spatial awareness on the trikes.</li> <li>To manipulate scissors, knives and mashers.</li> <li>To look at basic hygiene – using the toilet and hand washing.</li> <li>To learn how to line up.</li> </ul>		<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>To match and sort objects.</li> <li>To sort by using different criteria – colour, size and shape.</li> <li>To compare different amounts.</li> <li>To use positional language when accessing equipment in the areas.</li> <li>To say which object is longer or shorter</li> <li>To say which object is taller or shorter</li> </ul>
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>To listen to the story.</li> <li>To retell the story using story language and vocabulary linked to the book.</li> <li>To answer questions about the story – simple retrieval, what is the problem and prediction.</li> <li>To use social phrases – good morning, etc</li> <li>To talk about their family and what they like to do with their family within a group.</li> <li>To talk and listen to a partner on the carpet.</li> <li>To talk to the class about themselves.</li> <li>To play listening games.</li> <li>To develop stories in domestic play eg new baby arriving</li> </ul>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>To look at the artist Andy Goldsworthy and create a collage of a person with natural materials</li> <li>Making imprints in dough – animal footprints</li> <li>To make owls from 2D materials - cut an oval</li> <li>To draw pictures of their family and their own faces.</li> <li>To roll out dough and use a cutter</li> <li>To learn to sing Pat-a-cake and 1,2,3,4,5</li> <li>To copy and keep a rhythm.</li> <li>To play high and low games (pitch).</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>To look at the different birds and owls on the internet – nocturnal birds.</li> <li>To talk about their experiences with their families.</li> <li>To talk about their families and different generations – old black and white photographs.</li> <li>To look at the different parts of a bird.</li> <li>To plant bulbs and talk about the changes in the garden</li> <li>The life cycle of an owl.</li> <li>Drawing on Interactive Boards</li> <li>Opening and using an app - Toca Hair Salon</li> </ul>

<p><b><u>What I can talk about at home.</u></b></p> <ul style="list-style-type: none"> <li>To talk about their family relations at home and know who is their brother, sister, cousin, son, daughter etc..</li> <li>To talk about what they have been doing at school and who they have met in their class. What friends have they made?</li> <li>To talk about where they live and what they like to do.</li> </ul>	<p><b><u>Maths activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>To sort out different items at home by looking at different criteria – , eg - sort blocks by colour or size</li> <li>Make a repeating pattern 2 items eg cup, spoon, cup, spoon etc</li> <li>To count objects pointing to each one in turn as you say the number</li> </ul>	<p><b><u>Literacy activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>To learn to recognise my name</li> <li>Practice writing my name.</li> <li>To play eye-spy and listen to the beginning phoneme (letter sound) in each word.</li> <li>To talk about the beginning, middle and ending of a story.</li> </ul>
<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>To use the correct pronoun – he and she.</li> <li>Book language – front cover, title and title page.</li> <li>Sorting, matching, criteria – colours, shapes, sizes</li> <li>Positional language – next to, behind, in front, in between, inside, on top, underneath.</li> <li>Names of different natural materials – acorns, pinecones, conkers, twigs, shell, stone etc</li> <li>Names of birds – seagull, pigeon, blackbird, duck, swan, peacock, etc..</li> </ul>	<div data-bbox="920 496 1292 821" data-label="Image"> </div> <p><b><u>Books I could share at home.</u></b></p> <ul style="list-style-type: none"> <li>Owl Babies – Martin Waddell (Key Text)</li> <li>Because of an acorn (Non Fiction Key Text)</li> <li>The Owl and the Pussy Cat (this half terms poem)</li> <li>The Owl Who Was Afraid of the Dark – Jill Tomlinson.</li> <li>Little Owl's First Day – Debi Gilori</li> <li>Saving Mr Hoot – Helen Stephens</li> <li>Big Bad Owl – Steve Smallman</li> <li>Simon Sock – Sue Hendra</li> <li>Where's my Teddy – Jez Alborough</li> </ul>	<p><b><u>Activities I could do at home.</u></b></p> <ul style="list-style-type: none"> <li>To talk about their family members and who lives with them in their house.</li> <li>Practice putting on their coat – pull up the zip if an adult starts it off</li> <li>Take off/put on school jumper</li> <li>Take off/put on school shoes</li> <li>Visit a bird sanctuary/RSPB reserve</li> <li>Go for a walk around the woods and look at the birds that they can see.</li> <li>Search for different birds/owls on the internet.</li> <li>Take photographs of the birds in their garden.</li> </ul>

