



# Tricks and Sticks



Personal, Social & Emotional Development	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Explain own knowledge and understanding, and ask appropriate questions of others</li> <li>*Initiate conversations and take account of what others' say</li> <li>*Describe self in positive terms and talk about abilities</li> <li>*Welcome and value praise for what they have done</li> </ul>	<ul style="list-style-type: none"> <li>*Jigsaw – celebrating difference</li> <li>*Working within small groups to role play potion lab</li> <li>*Talk about their own and others' artwork and what they like/dislike –begin to give an opinion</li> </ul>

Communication and Language and Literacy	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Listen to stories with increasing attention and recall</li> <li>*Understand 'why' and 'how' questions</li> <li>*Question why things happen and gives explanations. Ask who, what, when, how</li> <li>*Build up vocabulary that reflects the breadth of their experiences</li> <li>*Use language to imagine and recreate experiences in play situations</li> </ul>	<ul style="list-style-type: none"> <li>*Retell Julia Donaldson stories</li> <li>*Sequence the events in stories</li> <li>*Spot rhyming patterns</li> <li>*Work within small groups to role play in the potion lab</li> </ul>

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Draw lines and circles using gross motor movements</li> <li>*Hold pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>*Use simple tools to effect changes to materials</li> <li>*Experiment with different ways of moving</li> <li>*Handle tools, objects, construction and malleable materials safely and with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>*Dough Disco</li> <li>*Introduction to Woodwork Area</li> <li>*PE- travelling and small apparatus</li> </ul>

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Count objects to 10 and beginning to count beyond 10</li> <li>*Select the correct numeral to represent 1-5 then to 1-10</li> <li>*Show an interest in time</li> <li>*1 more/less than numbers to 10</li> <li>*Introduce language of addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>*Exploring the Number Garden and engage in counting opportunities</li> <li>*Playing counting and recognition games eg. Bingo</li> <li>*Let's Explore opportunities across the base within Construction Area, Creative Area, Number Garden etc.</li> </ul>

**Topic:**  
Tricks and Sticks  
**Sparkly Starter:**  
Julia Donaldson Day!  
Come to school dressed as your favourite Julia Donaldson character (The Gruffalo, A Witch, Superworm! etc) and we will enjoy a range of inspired activities based on the author and her work.  
**Wednesday 31<sup>st</sup> October**

**Fab Finish:**  
Pyjamas, Slippers and Stories  
We will be enjoying a day of literature and what better way to enjoy the gift of stories than being snuggled up in our pyjamas and slippers!  
**Date tbc**

Literacy	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>*Shows awareness of rhymes and alliteration</li> <li>*Hear and say initial sounds in words</li> <li>*Segment the sounds in simple words and blend them together and know which letters represent some of them</li> <li>*Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>*Write own name and other things such as labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>*Working in small groups on focused literacy activities eg. matching objects to sound card etc.</li> <li>*Shared reading and writing – focusing on initial sounds, introduce sentence structure terminology</li> <li>*Beginning to form CVC words, focusing on initial sounds – magnetic letters, cut and stick activities, matching games</li> <li>*Daily practise tricky words</li> <li>*Rainbow word practise</li> <li>*Introduce guided reading</li> </ul>

Quality Texts  
Room on the Broom  
Stick Man  
The Gruffalo  
The Gruffalo's Child

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*Show interest in the lives of people who are familiar to them</li> <li>*Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>*Look closely at similarities, patterns and change</li> <li>*Complete a simple program on a computer</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to share Busy Bee Books with peers</li> <li>*Use of robots (Bee Bots)</li> <li>*Use of audio devices (Listening Station and Easi-Ears)</li> <li>*Drawing programs to recreate</li> </ul>

Expressive Art and Design	
What do we want the children to learn?	What learning opportunities will we provide?
<ul style="list-style-type: none"> <li>*To build a repertoire of songs</li> <li>*Explore what happens when we mix colours</li> <li>*Use simple tools and techniques competently</li> <li>*Play alongside others who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>*Gain confidence in accessing resources in the Creative Area. Select tools appropriate for tasks.</li> <li>*Role play opportunities in all areas of Let's Explore</li> </ul>

Partnership with Parents	Home Learning Opportunities/Activities
Come and join us at our phonics meeting on Wednesday 7 <sup>th</sup> November – more information to follow	<ul style="list-style-type: none"> <li>*Continue to share reading books and engage in other reading materials (see suggestions from Curriculum Meeting)</li> <li>*Recognise numbers in your environment – look at house numbers, car number plates, prices whilst shopping</li> <li>*Practise counting objects up to 10</li> <li>*Visit the library and discover new stories to share at home</li> <li>*Practise learning your rainbow words</li> </ul>

Characteristics of Learning	
(The ways in which the children are learning from their environment, experiences and activities)	
Playing and Exploring	Acting out experiences in my play show a 'can do' attitude Use my senses to explore the world around me
Creating and Thinking Critically	Think of ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal
Active Learning	Maintain focus for a period of time Be proud of how things are accomplished

