



**Key Question Week 1: What is school all about?**

**Key Text for Linked Learning: *Topsy and Tim start school.***

How exciting?!? Our first week of school is here and it is going to be lots and lots of fun! Parents, we apologise in advance if they come home a little bit messy! Children will be taught the routines of the day e.g. where to hang up their coat, where to put their snack, what to do at playtime and lunchtime. Through circle time and small focus group work children will be encouraged to develop relationships with their peers and the new adults in the setting. Through a focus on their individual interest's children will experiment with a variety of learning resources e.g. play dough, small world, craft, puzzles, bikes, trikes, water and sand. We will be assessing children's fine motor skills through children painting their own minibeast for their family groups.

**PSED:**

To initiate conversations.

**Communication and Language:**

To maintain concentration.

**Physical Development:**

To show increasing control of fine motor skills.

**Literacy:**

To write own name.

**Mathematics:**

To count and recite numbers to 10.

**Understanding of the World:**

To understand school routines.

**Expressive Arts and Design:**

To play alongside others who are engaged in the same theme.

**Key Question Week 2: Who's in my family?**

**Key Text for Linked Learning: *Who's in my family?***

This is a week to celebrate those that we love! Children will be looking at photographs of their families and their homes and using them in a discussion. Children will be encouraged to show interest in the lives of people who are familiar to them. We will talk to the children about who lives in their home. They will paint and draw pictures of their family and begin to write their name. Children will also be creating a picture of themselves in their Hill West uniform using a range of materials and tools to help them. In the role play area we will be making a home for children to make links to their own experiences. Children will practise their cutting skills by cutting up homeware catalogues and matching correct objects to the correct room in the house e.g. a fridge in the kitchen.

**PSED:**

To take into account what others say.

**Communication and Language:**

To talk about my family.

**Physical Development:**

To show increasing control using scissors.

**Literacy:**

To write my name.

**Mathematics:**

To order numbers.



**Understanding of the World:**

To talk about family and routines.

**Expressive Arts and Design:**

To create simple representations of people.

**Key Question Week 3: Who's in my family?**

**Key Text for Linked Learning: *Who's in my family?***

This week we will continue to celebrate those that we love! Children will begin to talk about extended family that do not live in their home and talk about their favourite events with family. Children will begin to discuss what families mean and look at things they may do for one another and say to one another. Children will continue to bring their own experiences into the home role play area and continue to create representations of family using a 'family tree'.

**PSED:**

To share what family means.

**Communication and Language:**

To discuss and share family events and experiences.

**Physical Development:**

To practise pencil control.

**Literacy:**

To begin to recognise some phase 2 phonemes.

**Mathematics:**

To know 2D shapes. To describe position.

**Understanding of the World:**

To begin to understand extended family – 'nan' is a parents mom etc.

**Expressive Arts and Design**

To create a 'family tree' using various resources.

**Key Question Week 4: Who is your favourite character?**

**Key Text for Linked Learning: *A range of texts/visual literacy clips***

It'll be a very exciting start to the week as we will be having some familiar faces appear in the classroom. We've heard Owllet, Peppa Pig and even Marshall may be making an appearance!! We will be asking the children to share a photo of themselves with their favourite character (e.g. toys, wearing a costume, watching a tv programme or film, reading a book). Characters of interest may include Paw Patrol, Lol dolls, Blaze and the Monster Machines etc. We will be creating our own little book of characters and continuing to be encouraged to make marks to give meaning. Children will be using different media to create a representation of their favourite character, using particular colours. Children will be exploring the first taught phonemes in Phase 2 through play and adult led activities.

**PSED:**

To share my interests with others.

**Communication and Language:**

To listen and respond to others ideas.



**Physical Development:**

To use simple tools to effect a change in materials.

**Literacy:**

To begin to recognise some phase 2 phonemes.

**Mathematics:**

To continue a repeating pattern.

**Understanding of the World:**

To look closely at similarities and differences in what our friends like.

**Expressive Arts and Design:**

To combine different medias to create new effects.

**Key Question Week 5: Who broke the chair?**

**Key Text for Linked Learning: *Goldilocks and the three bears.***

The children will be coming into school to a fairy tale crime scene. Why is there a broken chair? Why is baby bear sad? Who is that sleeping in babies bed? Children will be read the story of Goldilocks and the Three Bears and will be asked to join in with repeated refrains and anticipate key events and phrases in the story. Children will bring in their own teddy bear from home and they will write a name label for it. They will develop their speaking and listening skills through the investigation of a crime scene – broken chair – what might have happened? They will also be developing their listening skills by listening to instructions to make some delicious porridge. We will be focusing on how children manage their feelings and their behaviours, knowing that they have to take turns and share resources.

**PSED:**

To discuss how we would deal with a situation.

**Communication and Language:**

To introduce a storyline or narrative into play.

**Physical Development:**

To discuss

**Literacy:**

To write labels.

**Mathematics:**

To add one more to a number.

**Understanding of the World:**

To explore change – making porridge.

**Expressive Arts and Design:**

To create puppets and act out the story.



**Key Question Week 6: What's going on down at the farm?**

**Key Text for Linked Learning: *What the ladybird heard.***

Our classrooms will be full of different sounds this week. There may be some clucking, mooing and even oinking! We will be learning all about farm animals this week and using our previous experiences to recall. This week the focus is on the children using a variety of construction materials to build for a purpose (a tractor) and talk about what they have made and encourage them to think about how they could improve their finished product. The children will listen to and join in with the repeated phrases and rhyming strings from 'What the Ladybird Heard.' They will re-enact the story and recreate the story through story maps using the relevant vocabulary.

**PSED:**

To be aware of boundaries set.

**Communication and Language:**

To listen to a story and respond.

**Physical Development:**

To experiment with different ways of moving like farm animals.

**Literacy:**

To identify rhyming words.

**Mathematics:**

To begin to subtract.

**Understanding of the World:**

To talk about animals that live on a farm.

**Expressive Arts and Design:**

To construct a 'tractor' using various construction materials.