

Orange Group

Year Group - Year 1.

Planning - Autumn Term 2011

Planning for Curriculum Foundation Stage - Early Learning Goals.

Topic - Myself.

Communication, Language and Literacy.

Hello, Hello, How Are You"

- Introduce circle time starting with a favourite song for the children from Something Special - Hello, Hello How Are You?
- Singing to each child individually encouraging eye contact, singing/saying/signing "Hello"
- Introducing name cards for each child - introducing name recognition and turn taking.
- Introduce communication and listening games using favourite songs and activities.

Individual Work.

- Introduce working with each child individually focusing on specific objectives - examples include:
Looking at books together - naming pictures and objects, reading symbols and words, sharing story books and song books together.
Fine motor skills - exploring sensory resources (such as sand) drawing and making patterns using fingers. Using pencils, crayons, chalks, paint to make marks on paper, trace over letter patterns and making marks on paper independently.

Communication

- Continue to develop the use of communication boards at:
Snack Time. Encouraging spontaneous communication and making choices.
Group Time - Singing. Encouraging the children to choose favourite songs to listen to and sing together.

Outcomes:

- To listen with enjoyment and respond to instructions, songs, stories and rhymes,
- To learn new words/symbols/signs and to begin to use them in communicating matters which interest them.
- To listen and join in with books, stories and songs, one to one and in small groups.
- To manipulate and explore writing materials and tools.

Personal, Social and Emotional Development.

Making Relationships

Focus on a range of activities which encourage coming together with other children and adults - to include:

Circle Time for songs, stories, books and games.

Examples include:

- Hello song at the start of each circle time.
- Communication and language games which encourage turn taking with other children.

Play to develop opportunities for co-operative, imaginative and role play.

- Providing opportunities for different types of play during "activity time" at the start of the day in the classroom.
- Introduce turn taking games using the parachute.
- Providing space and time and materials for children to collaborate with each other e.g. building constructions.

Outdoor Play to develop opportunities to play alongside other children from the Key Stage.

- Supporting children while they play with other children from different classes within the Key stage.
- Providing activities which involve turn taking and sharing e.g. sharing ride on toys and playground equipment.
- Fostering opportunities which allow children to play together e.g. hide and seek, chase games, sharing the slide and climbing apparatus etc.

Outcomes:

- To develop social skills and enjoy being with other adults and children.
- To feel safe and secure and feel a sense of trust.
- To form friendships with other children
- To develop flexibility and to begin to adapt their behaviour to different events and social situations.

Creative Development.

Exploring Media and Materials (Topic Theme Taken From Early Years Foundation Stage Guidance).

Focus on a range of activities which support the development of mark making using gross and fine motor skills - to include:

Gross Motor Skills:

- Creating and building 3D structures using a variety of large construction blocks.
- To combine the exploration of materials with movement and sensory investigation - e.g. sand play, play doh, textured materials, long lengths of ribbons, torn paper, glitter etc.
- Create a class collage using different media and materials e.g. paint, textured materials, paper, glue etc.

Fine Motor Skills:

- Experiment using a range of mark making materials e.g. crayons, paint, pens, chinks, etc.
- Explore finger paints and playing with soapy water - manipulating fingers and hands.
- Encourage using pencils, crayons to trace writing patterns, letter and number shapes.
- Encourage independent exploration e.g. making marks on paper, scribbles, circles, lines, letter/number shapes, drawing faces etc.

Outcomes:

- To explore and experiment with a range of materials using the whole body.
- To begin to combine movement, materials, media and marks.
- To manipulate objects using increasing control.
- To begin to use one handed tools and equipment with increasing control.

Problem Solving, Reasoning and Numeracy.

Numbers for Counting (Topic Theme Taken from The Early Years Foundation Stage).

Focus on a range of activities which support the development of numbers awareness and counting. Activities to include:

- Providing opportunities for the children to engage in a range of number songs and rhymes e.g. 5 Little Ducks, 5 Speckled Frogs, 5 Little Monkeys etc. Support all songs and rhymes with number cards and object to count - offering 'hands on' on experiences for the children.
- Providing play areas within the classroom with collections of objects which can be counted - work alongside children encouraging number recognition and counting.
- Providing a number rich environment within the classroom e.g. number labels, magnetic numbers, number lines, number books, number song books, number squares etc.
- Providing opportunities for children to recognise and write numbers using different media.
- Providing opportunities for children to work one to one with an adult to work on specific numbers skills appropriate for each child.

Outcomes:

- To develop an increasing awareness of numbers through the enjoyment of action rhymes and songs.
- To create and experiment with symbols and marks to represent numbers.
- To show curiosity about numbers within their play and one to one work.
- To count using different resources e.g. fingers, number cards, groups of objects, magnetic numbers etc.
- To say and use number names in familiar contexts.

Physical Development.

"If Your Happy and You Know It"

- Introduce a range of action songs which encourage movement and body awareness - actions songs could include - "If Your Happy and You Know It" and "Here We Go round The Mulberry Bush". Encouraging the children to join in with actions and words.

Developing Gross Motor Skills

- Continue PE sessions in the Early Years Hall using a selection of large apparatus and equipment to include:
Climbing apparatus, benches, small platforms to climb and jump off, safety mats, ramps to climb and slide down, footballs and goal posts, skittles, small trampoline, ride on cars, parachute and parachute games.

Outcomes:

- To explore their own increasing mobility often setting their own challenges.
- To gain increasing control of their own bodies and become aware of how to negotiate the space and apparatus around them safely.
- To respond to music and rhythm by means of gesture and movement.

Knowledge and Understanding of the World.

Place (Topic Theme taken From early Years Foundation Stage Guidance)

Focus on a range of activities which enable children to experience a strong sense of familiarity and belonging within the class and Key Stage 1 Dept.

Within Orange Group Classroom

- Provide opportunities for the children to become familiar with different areas of the classroom e.g. quiet area, book area, snack area, play areas, group area, transition area for playtime and dinner time, television and plasma screen area. Help children to adapt their behaviour for the different areas for the room e.g. sitting quietly, waiting for play/dinner, taking turns, independent and co-operative play etc.
- Continue to encourage children to check and respond to the class schedule e.g. associate a series of photographs and symbols with daily routines.

Within Key Stage 1 Department

- Provide opportunities for the children to experience the wider school environment within the Key Stage 1 Dept.
 - ❖ Continue to visit and experience other spaces e.g. softplay room, sensory room, Early Years Hall for PE and lunch, playing in the atrium and courtyard and the atrium for a regular Plasma Screen Group Session.
 - ❖ Gradually begin to introduce to the children attending Key Stage 1 Assembly (Tuesday afternoon) as appropriate for each individual child.
 - ❖ Gradually begin to introduce to the children attending Key Stage 1 Events (as appropriate for individual children) e.g. Christmas Party, Christmas Dinner, Christmas Concert etc.

Outcomes:

- To feel happy and safe within the class environment - increasing confidence and self esteem.
- To feel a good sense of self pride - increasing confidence in participation and co-operation.
- To feel a valued member of the class group - wanting to be with others and join in with others.