

Bluebell Class - Long Term Overview 2020 - 2021

Autumn Term 1		
Theme- This is me	Prime areas	Specific Areas
<p>Here We Are- Oliver Jeffers</p> <p>This books explores our world all the marvellous things within it, including ourselves.</p>	<p>Communication & Language (CL): <u>Listening, Attention and Understanding:</u> Listening games and activities. Following instructions. <u>Speaking:</u> Talking in small and larger groups. Discussing themselves, family and the books we share.</p>	<p>Literacy (L): <u>Comprehension:</u> Discussing Space, Earth, Our natural environment, Ourselves, Our bodies. <u>Word reading:</u> Phonics: Environmental and initial sounds. <u>Writing:</u> Mark making with different equipment. Beginning to have a go at writing name. Helping to create labels, menus and signs.</p>
<p>A great big cuddle- Michael Rosen and Chris Riddell</p> <p>A book of poems for the very young. These poems are engaging for young children and are a super gateway into a love of poetry.</p>	<p>Physical Development (PD): <u>Gross Motor Skills:</u> Moving in lots of different ways, speeds and directions. Riding bikes, scooters and ride on toys. Cosmic yoga sessions. Core Strength activities. <u>Fine Motor Skills:</u> Using a wide variety of one handed tools safely and with growing confidence. Write Dance programme to develop skills and movements required to write. Developing confidence to use cutlery with growing independence.</p>	<p>Maths (M): <u>Number:</u> Matching and sorting, making comparisons of amounts, size, mass and capacity. Comparing and composition of numbers 1-3 Circles, triangles and positional language. White Rose Maths Just Like me, It's me 1,2,3 https://whiterosemaths.com/reception-sol/ <u>Number patterns:</u> Making and exploring simple patterns using lots of different resources.</p>
<p>The Everywhere Bear- Julia Donaldson</p> <p>A story about a class bear who gets lost and goes on an exciting adventure.</p> <p>Bluebell Bear our class bear is currently on holiday.</p>	<p>Personal, Social & Emotional Development (PSED): Settling into school <u>Self Regulation:</u> Helping to create and follow our class rules and procedures. <u>Managing self:</u> Independent self care, including handwashing, hand gel and 'catch it, bin it, kill it.' Developing dressing and undressing skills. Following safety procedures in Forest School. <u>Building relationships:</u> Learning about the children and adults in our class. Working in small groups, taking turns and sharing resources. Jigsaw PSHE - Being me in my world.</p>	<p>Understanding the World (UW): <u>Past and Present:</u> Sequencing our school day. Using the language of first, next, then. Events and changes in the childrens' lives. <u>People, Culture and Communities:</u> Who is in my family? Who are the people who work in our school and what do they do? Learning to say hello and goodbye in different languages including makaton and french. <u>The Natural World:</u> Exploring our outdoor environment and taking part in forest school activities. Making faces from natural materials, Caring for our natural environment and native wildlife. How to be a caring forest schooler.</p>

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		Harvest time, what food to our farmers grow in our area.
Religious Education: Christianity: Festivals- Harvest in the UK and around the world Judaism: Festivals and Celebrations - Sukkot - activity day		Expressive Arts and Design (EAD): <u>Creating with materials:</u> Using a range of natural and recycled materials to create pictures and models, for example, space rockets, self portraits, homes for people and animals. <u>Being imaginative and Expressive</u> Reciting nursery rhymes and repeated refrains. Exploring home corner role play and mud cafe. Taking on different roles. Small world house, castle, fairy tale homes - creating and retelling stories using small world toys. Charanga music programme
Community	Environment	Challenge
Learning about the members of our school community. Who are the staff members and what is their job. For example, Jane the cook, Mrs Harker in the office.	Learning how to look after our school and home environments. Thinking about litter, feeding native animals, turning off lights and preserving water.	How could we make feeders for our native wildlife? What is the best food for different native animals?

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