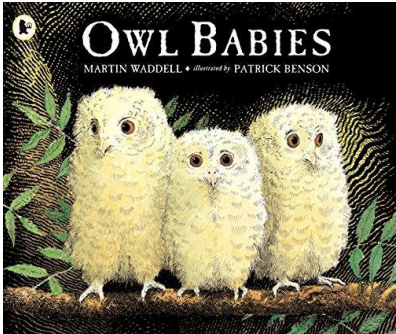
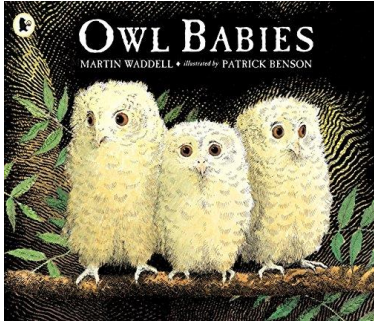


<p><u>PSED</u></p> <ul style="list-style-type: none"> To talk about the people in our school who help us. To talk about who we are and getting to know everyone. Making friends. To talk about their feelings – what makes them feel sad and happy – Introduce Colour Monster To talk about looking after each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

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

