

This term our hook books will be:



Sequence of lessons may differ from what has been put down as children's interests at the time of teaching can often lead to the learning that takes place.

[illegible]

		Explore the natural world around them.							
Expressive Arts and Design: Creating with Materials	To explore the artwork inspired by Charles Voysey	Look at the work of Charles Voysey- discuss how he uses blue, yellow and green in his pictures	To understand what happens when you mix blue and green paint together	Paint around shapes using yellow, blue paint and then green paint to create a shape picture	Painting yellow and blue strips then blending the colours together using a paintbrush Paint- Seascape picture				Create a seascape inspired by Charles Voysey
Expressive Arts and Design: Being Imaginative		From our role play area and imaginarium we hope that children in the Acorns class will: Develop storylines in their pretend play - linked to what they have learnt through the hook books or by taking on a role in their play to someone or something familiar to them. Dressing up costumes are used in the role play to inspire children with this. Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Linked to the hook book work we are doing and how we develop learning about those in the community. Opportunities for the children to dress up as ambulance, fire, police people etc. Create collaboratively, sharing ideas, resources and skills - working together. Adults modelling how we play nicely, share ideas, take in turns etc.							
Music		Through various opportunities in the school day, children in the Acorns class will: Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs or improvise a song around one they know. Listen attentively, move to and talk about music, expressing their feelings and responses.							
Communication and Language	During the class day and inside and outside provisions, the children in the Acorns class will: Understand a question or instruction that has two parts - this is modelled by an adult daily Learn new vocabulary through the various learning opportunities that take part in class daily. Ask questions to find out more and to check they understand what has been said to them - opportunities for use of tapestry for children to ask and answer questions independently. Articulate their ideas and thoughts in well-formed sentences - modelled by the teaching staff. Listen to and talk about stories to build familiarity and understanding - regular opportunities to listen to stories, to talk about them, to engage in them, act them out, use of our story stage etc.								
RE	What times/stories are special and why?	What is your favourite story and why?	Do we know any stories about Jesus? What do you think he was like?	Read to the children some bible stories, are they similar to the stories we like?	To understand why bible stories are special to Christians.	Can we retell any stories that are special?			To understand why stories can be special?

Personal, Social and Emotional Development	<p>During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating – linked to the hook book 'Supertato' through outdoor adventure and continuous. What is a vegetable? What is a fruit? How do we know? Supertato hook book link.</p>		
Physical Development - Gross and Fine motor.	<p>During the class day and inside and outside provisions, the children in the Acorns class will:</p> <p>REAL PE Foundations- . Stand on line with good stance for 10 seconds.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips – PE and through changing for outdoor adventure.</p>		
Reading Opportunities		<p>As a school we follow the Read Write Inc scheme. This teaches children in a systematic, consistent way. Children will take part in daily speed sounds lessons. When they have learnt a set amount of sounds, we will then teach them how to blend these sounds to read simple words. Children will practise letter formation by using pictures and rhymes that go with each sound.</p> <p>Reading class stories will be planned daily and immersive class texts are used as a focus for activities in the afternoons. The classroom has a Reading Garden area where there are a range of books that children can choose from during continuous provision. The children take home weekly library books that you can share together at home.</p>	