

Information Communication Technology

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purpose
- Use programs that allow children to select and animate objects, (e.g. Beep, 2Create a Superstory)
- Use a digital camera to take pictures of control devices that the children find on a local walk
- Incorporate technology into role play areas.
- Give simple instructions to a Bee-bot, (e.g. to travel to different numbers on a numberline).
- Talk about the different controls on the microwave/oven, DIY tools
- Allow children to use the photocopier or scanner to save and print out work

Physical Development

P.E: Friday- Children will only need their trainers at the beginning of the term. Please don't buy new trainers as they will not get the wear from them.

Ball skills

- Children will practice and develop skills which include controlling a ball, rolling a ball, throwing and catching a ball, bouncing a ball, kicking a ball and striking a ball.
- They will develop individual skills as well as learning how to play simple games and to work as part of a team

Gymnastics - Travelling

- To travel with control in a variety of ways
- To show an awareness of contrasts in speed and level
- To show an awareness of space and share space safely
- To know, understand and show safe use of apparatus

URSULA TAYLOR PRIMARY SCHOOL

A snapshot of our topic - it can change depending on what your children want to learn, taking into account their ideas and suggestions.

Tim Peake Class



'Where Our Wellies Take Us'

Autumn Term 2019

Mrs H. Lee
Miss N. Harris
Mrs Williams

Maths

- Count up to 10/20 objects by organising the objects in a line, or by moving them
- Count out up to 10/20 objects from a larger set (know when to stop!)
- Begin to match numerals to the number in a set
- Order numerals to 10/20+
- Name and describe 2D and 3D shapes
- Describe position
- Continue a repeating pattern with two colours/shapes/objects
- Count on from any number to 10/20
- Say the next number (i.e. say the number after a given number up to 10/20 without counting from 1)
- Find different ways to partition sets of five objects
- Early subtraction – Guess how many are hiding
- Match numerals to the number in a set. Understand zero to describe an empty set
- Use correct mathematical language to describe measure

Communication, language & Literacy

- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Listen to others in one-to-one/small groups when conversation interests them.
- Respond to simple instructions.
- Question why things happen and give explanations.
- Use vocabulary focused on objects and people who are of particular importance to them.
- Begin to experiment with language describing possession.
- Build up vocabulary that reflects the breadth of their experiences.
- Begin to use more complex sentences.
- Use a widening range of words to express or elaborate on ideas.
- Follow Shonette Bason Pre-writing programme
- Dough Disco
- Sensory pre-writing patterns in shaving foam, salt, gloop etc
- Copy cat drawing

WHERE OUR WELLIES TAKE US

COMPUTING AND TECHNOLOGY

- Take photographs of children 'doing things' in their favourite wellies
- Take photographs of children's wellies

MATHS

- Number recognition
- Counting - Pete the cat hunt - how many found
- Shape - what shapes can children find and name in and around the school
- Draw shapes on the floor and leave chalk for children to draw faces in the shapes etc
- Children measure each other with their wellie
- Sequence the numbered cats
- Pairs
- Counting in 2s

COMMUNICATION & LANGUAGE

- Shared Reading, 'Pete the Cat and his New Wellies'
- Children join in the repeating text
- They share what they see in the illustrations
- They predict what will happen

PSED

- New friends / new setting - finding their way around the school. Getting to know significant adults. Learning new routines
- Becoming independent in making choices and finding what they need. Helping each other. Learning their colour groups

KNOWLEDGE OF THE WORLD

- Who is Tim Peake? The Planets, the Moon and the Sun
- Night time ramble - the sky at night

Religious Education will focus on the word 'God'. Children will learn that the word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. Our value for this term is 'Generosity/Compassion - please read the newsletter for further information.

Mini topics

- Autumn
- Harvest
- Guy Fawkes
- Divali
- Hanukah
- Christmas

GENERAL INFORMATION & IMPORTANT DATES

Parent Partnership	The classrooms will be open from 8.45am. Please come and help your child settle in and change their reading and library books.
Homework	Please share a book with your child. Help them learn their letter SOUNDS - NOT names Encourage children to share their topic at home. Bring re-search in from home.
Bedtime Story	8.10.2019
Mondays and Tuesdays	Mrs T Williams will be teaching
Resource Requests	Are you having a clear out before Christmas - we can make use of your old toys and games. Junk for modelling please
Cookery and topic	A voluntary contribution of £5.00 per term would be very much appreciated.
Parent consultations	Tuesday October 15 th 4pm to 6pm Wednesday October 16 th 1.30pm to 4.00pm Thursday October 17 th 4pm to 6pm
Dates	September 27 th 2019 McMillan Coffee Morning - Tim Peake Class entertain!
Phonics	Please will you play lots of 'sound talking' games with your children at home.e.g. 'Can you get me a p-e-g please' 'I spy with my little eye a sh-o-p' Give me a word beginning with _ etc

Please Help Us To:

- Ensure that your children have bottled water every day.
- Please make sure that your child has Wellingtons in school so that s/he can garden and play in the digging area.
- If it's hairy, slimy, tickly or just interesting bring it to school and share!!

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