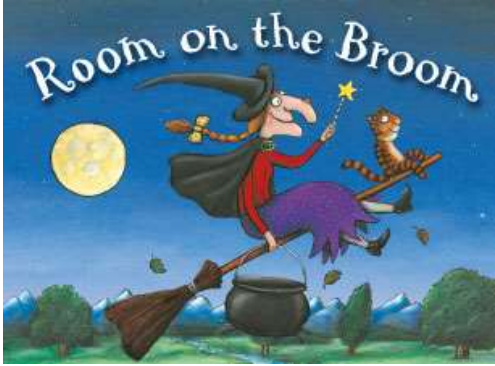
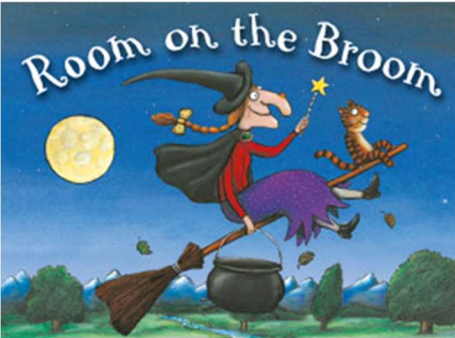


<p><u>PSED</u></p> <ul style="list-style-type: none"> • Working co-operatively together – to make a truly magnificent broom, • Discuss how we can help one another like in the story – working together. • Keeping safe in school • Asking for help – from all staff – kitchen staff • Explores emotions and feelings – talk about how we can help others. • Talking about what we are good at. 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Making large brooms and smaller brooms with the construction kits. • Rolling paper and finding suitable materials to make a broom. • Acting out the story in the puppet theatre and on the stage. • Looking at Starry Night by V. Van Gogh – using chalks and pastels. • Paint mixing with black and white and talk about what is happening. • Music – pulse and nursery rhymes. • Listening to Holst and music from the Phantom of the Opera. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Writing a list of the characters in the story. Go onto to label them. • Blending and segmenting CVC words when reading and writing. • Writing what they would put into the cauldron – I put in a and a • Joining in with the story –using the repetitive text. • Making story maps – middle and endings. • Guided read – questioning their understanding of the story. What is the problem and how is it resolved?
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Pushing and pulling their bodies. • Balancing on the apparatus and tyres. • Using the balance bikes. • Dancing with ribbon sticks. • Rolling tyres in different directions. • Threading – cotton reels, large beads. • Rolling and cutting paper when making brooms. • Manipulating playdough –brooms and characters • Making impressions using textures. • Learning the formation of Phase 2 GPCs 		<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Exploring patterns. • Digging deeper – exploring pattern – spot the mistake. • Representing 1 2 3 • Comparing 1 2 3 • Composition of 1 2 3 • Subitising 1 2 3 • Digging deeper – estimating • Circles and triangles. • Spatial awareness
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Talking about the book and the different characters in the story. • Talk about kindness and what we can do to help others. • To talk in small groups about what they did on Halloween and on Bonfire Night – yellow sheets. • Look at language associated with landscapes – moors, mountains, forests • Look at language related to the weather. • Playing with rhyming words. 	<p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> • Visit to the local library. • Having a shadow puppet play. • Making potions. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Day and night – nocturnal animals. • Features of their local area – can they identify them. • Looking at simple maps of our local area. • Looking at shadows and talking about light and dark – making shadow puppets with the torches. • Their celebration of Halloween and Bonfire Night with their families. • Paint program – painting fireworks and Starry Nights.

<p><u>What I can talk about at home.</u></p> <ul style="list-style-type: none"> • To talk about day and night and what they can see. • Talk about any festivals that they might celebrate eg, Bonfire Night. • To talk about their street/local area and talk about what they can see. 	<p><u>Maths activities I can do at home.</u></p> <ul style="list-style-type: none"> • Order different sticks from the garden looking at their length and use the language long, short, longest, shortest, longer and shorter. • To fill up different pots, pans or bowls at home and see what holds the most and the least – get them to use the language more and less. 	<p><u>Literacy activities I can do at home.</u></p> <ul style="list-style-type: none"> • To continue to learn to write my name – first name and surname. • To practise saying the phonemes s, a, t, p, n, m, i, d, c, o, g, k, e, u, r, m, d, b, f, l, h. • To talk about the beginning, middle and ending of a story. • Playing I spy – looking at initial phonemes.
<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Different times of the day – morning, afternoon, evening. • Nocturnal animals • Name different autumnal objects – acorns, conkers, pine cones, sycamore seeds (otherwise known as helicopters). • Local features – the dam, the Dream, etc • Book language – beginning and the setting, next, after that, the ending 		<p><u>Activities I can do at home.</u></p> <ul style="list-style-type: none"> • Making a shadow puppet that they can bring into school. • Mix paints/colours together and talk about what colours that they can make. • Look at different paintings/work by the artist Vincent Van Gogh • To use drawing/doodle program or apps on the computer, tablet, iPad, etc.. • To go on an Autumn walk and talk about the changes and features.
	<p><u>Books I could share at home.</u></p> <ul style="list-style-type: none"> • Funny Bones – Janet and Allan Ahlberg • Meg and Mog – Helen Nicoll and Jan Pienkowski • Winnie the Witch – Valerie Thomas and Korky Paul • Zog – Julia Donaldson and Axel Scheffler • There's a Dragon in Your Book – Tom Fletcher • There is No Dragon in This Story – Lou Carter and Deborah Allwright • Simple rhyming books. 	