1st and 8th October 2018

**In Communication and Language we are**

**learning to…..**

To listen attentively to books, talks and discussions.

Make comments and answer questions based on the text.

Use language to imagine and recreate roles and experiences in play situations

Activities

To discuss what they have learned about Firefighters.

To talk about their Learning Diary.

Listen to the Fire Service Talk

**In Personal, Social and Emotional**

**Development we are learning to…**

Play a range of games

Share resources with adult support

To take turns in games with adult support

Activities

Circle Time activities.

Playing the ‘ Ladybird’ game with an adult and 3 or 4 peers

Using the timer to take turns on the bikes

**In physical development we are**

**learning to….**

Understand why we need to drink water

Understand how on a hot day we need to drink more to help us cool down.

To understand that some drinks are not healthy as they contain a lot of sugar

To know how much sugar is healthy for our bodies

About fire safety

Activity

Observe what happens to our bodies when we are hot or the weather is hot

To take cardigans and jumpers off to cool down

To drink lots of water

To match sugar cubes to drinks

**2 week YE Plan**

**planner**

**In Understanding the world we are learning..**

To talk about different occupations

How paper is made; to not waste paper and to recycle paper cuttings.

Activities

To role play Fire Fighter

To talk about fire safety

To talk about our weekend news



 



**In Literacy we will are learning to..**

Give meaning to marks as they write and draw.

To notice and talk about signs around the classroom (linked to Firefighter role play area)

To look at books independently in ERIC

To handle books carefully (placing them the correct way round in the bookcase)

To know information can be relayed in the form or print

To write in role

Activities

Fire fighter role play

Listen to a range of texts

**In Mathematics we are learning to…count accurately**

Understand not only objects, but anything can be counted, including steps, claps or jumps.

Counts actions or objects which cannot be moved

Count up to 3 or 4 objects by saying one number name for each item

Count objects to 10 and beginning to count beyond 10

Have strategies for ensuring their counting is accurate e.g. starting again when they have lost their place, looking for the rows of objects when counting things that cannot be moved.

**Ask me about…**

**In Creative Arts and Design we are learning to..**

Use a range of media, such as music, dance, role-play, paint and other materials to capture experiences

**Introduction to junk modelling – learning to persevere and solve problems when things don’t work**

Activities

Make a junk model

Talk about our model

Experiment with

techniques

In Early Years we plan across the 7 areas of learning and

make links with our topic. We also follow the ideas and

interests generated by the children. In Reception

children spend time each day self-initiating, this is their

‘Learning time’. Adults will be observing, engaging and

moving their learning on during these times.