

Week 1: 7th – 11th September 2009

Personal, Social and Emotional

- Encourage children to make friends and to join in and share.
- Support children to leave their carer and find activity in classroom.
- Help children to understand school routines.
- During circle times and on a one-to-one basis ask children about who is in their family, and what they like doing.
- Encourage children to share and take turns when working in the indoor and outdoor classrooms.

Communication, Language and Literacy

- Encourage children to listen to each other during circle times. Can they remember where x worked?
- Encourage children to listen to each other when they are working independently.
- Share stories in class - remind children how to handle the books carefully and the behaviour expected in the book corner.

Problem Solving, Reasoning and Numeracy

- During Welcome time sessions, count how many children present, find the correct numeral on number line.
- Number jigsaws, number rhymes and songs - Education City.
- Washing line - ordering 1-10
- Sorting and counting objects.
- Number games.
- Number observations looking at NLC 1-9 from profile and using evidence from EYFS Records.

Knowledge and Understanding of the World

- Show children how to use the computer to make a picture on 2Paint. Support mouse skills, clicking and dragging.
- Child Initiated Learning time - encourage children to explore all the different construction materials we have in Reception in the indoor and outdoor classrooms.
- Encourage children to display their models on the display table with their name.

Physical Development

- Support and encourage children to do up their own coats and shoes.
- Encourage children to do the fastenings and zips on the dressing up clothes.
- Encourage children when working in the Outdoor Classroom to be aware of the other children, to show respect for others' personal space.

Creative Development

- Encourage children in the home corners both indoors and in the Outdoor classroom to use their own experiences in their play.
- Do they need any other resources to assist their play? How could they make them?