

More about me

Key Questions:

What do we need to keep healthy? How does my body work? What can my body do? How can I work positively with my friends?

Values of the term: RE

Responsibility/Respect

Communication and Language (C&L)

Listening and attention

- Sustain attentive listening, implementing agreed listening rules, not interrupting and valuing each other's thought and feelings, in small group and whole class situations
- Listen to and follow 2 part instructions/directions confidently

Understanding

- ◆ Retelling stories and sequencing events, highlighting main sequence and characters
- ◆ Predicting what they think the story/rhyme etc is about

Speaking

Use talk for a range of purposes and audiences in order to:

- ◆ Ask and answer questions
- ◆ engage in two way conversation
- ◆ talk about own experiences 1/1 and in a small group
- ◆ discuss, tasks, ideas, activities and fantasies
- ◆ sequence events
- ◆ explain, predict, report on information, reason
- ◆ clarify

convey simple messages accurately

Personal Social and Emotional Development (PSED)inc SEAL

- Come into school with a smile!
- Take turns and share
- Become aware of observable differences
- Dressing independently
- Concentrate on an activity for up to 10 minutes
- Explore experiences and feelings
- Expressing excitement, awe and wonder
- Awareness of own and other religious beliefs as expressed in Winter festivals
- Considering the issue of those less fortunate
- Continuing to be aware of own responsibilities in the classroom community

Physical Development

- Explore movements relating to speed (crawl slowly, hop quickly)
- **Change direction with ease**
- **Develop kinaesthetics (close your eyes and take 2 steps)**
- **Explore a wide variety of movements and show some awareness of space**
- **Develop the ability to describe different qualities among smells, tastes, textures, sights, sounds**
- **Begin to be aware of laterality**
- **Have opportunities to practice and refine a range of fine motor skills**

Maths

Recognise mathematics is about patterns and relationships and the impact it has on our daily lives

- Join in and respond to number rhymes, songs, stories and rhymes saying and using number names to 10 and beyond including the use of zero
- Count reliably numbers to 10
- Recognise number symbols to 10 and beyond
- Select and use correct numerals to 10 and beyond
- Count reliably in role play and other activities
- Estimate the size of a set of objects and begin to understand that the size is given by the last number in the count
- Understand and use the language of number (more/less, more than, less than)
- Record some numbers by simple tallying
- *Recognise 1p,2p,5p, 10p and £1.00 coins and use in role play*
- *Begin to understand the language of transaction- pay for/change*
- *Begin to use language of addition/subtraction e.g. add one/take one*
- *Assessment focus: children will be assessed using the Mathematical Process Assessment Framework*
- Name 3D and 2D shapes in relation to experiences and activities
- Compare sets of objects/quantity by weight, length, capacity, mass (more/less, heavy/heavier than, light, full/empty, long, longer, longer than, short, shorter, shorter than, tall, taller, taller than)
- Use positional language in relation to direction and movement
- Instruct programmable toys
- Use positional language in a range of

Literacy Reading

Recognise reading is a form of communication which is related to print and conveys meaning

Re-tell stories, rhymes, poems, emphasising sequence, rhythm and rhyme

- Predict what they think a story/rhyme/poem is about
- Talk about texts confidently, expressing personal opinions in relation to growing knowledge of books e.g. characters, sequence, illustrations, author
- Use non-fiction texts to explore and develop thinking and talk in relation to learning theme
- Behaviour
 - Know and use book language-title, author, illustrator, title page
- Begin to show an awareness of the contents page and its purpose
- Phonics
- Know and use with increased frequency phoneme/grapheme correspondences in relation to print in the environment
- Identify, hear and say initial sounds in words
- Vocabulary
- Recognise and use vocabulary in relation to the learning theme, reading scheme and NLS Key vocabulary

Writing

- Phonics
- -know and use known letters and sounds or approximations of known letters in writing and mark making
- -hear, say and recognise initial sounds in words when writing/mark making
- Sentence Structure
- -begin to use confidently some conventions e.g. left to right, top to bottom, letter, capital letter, full stop
- Purpose and organisation
- Write/ mark make for a variety of purposes and audiences in relation to learning themes, events, purposes (e.g. lists, cards, labels, diaries, posters, recounting personal events, experiences). Concentrate in larger group/whole class writing activities and ask questions during writing

activities

- Talk about and recognise repeating or symmetrical patterns in the home/school/local community
- Recognise and recreate more complex patterns found in home/school environment
- Relate own personal clock to routines in reception class/Foundation 2
- Know days of week, and relate to vocabulary of time

Expressive Arts and Design

- Explore a range of drawing tools in order to discover properties and examples of line e.g. by use of more sophisticated vocabulary- frazzled line (using textiles, ribbons, thread, dough, cornflour and water, press print, yarns, plastic modelling materials with linear qualities)
- Explore line in relation to other stimuli, a favourite toy, something they've done...
- Record lines they can see on themselves- mouths, eyes, and how they change with expression of different feelings
- Engage children in a creative thought process in order to produce an original and individualized design (rangoli/mendi patterns, masks, hair patterns, line patterns in response to music autumn and winter leaves/trees

Understanding the World

The World

- Observe, describe and discuss simple features and characteristics of human beings
- Observe and discuss changes in environment and the effects on ourselves
- Involve children in organising and planning indoor and outdoor environments expressing their likes and areas for development
- Use journey/story maps to further children's understanding and creativity in relation to story, events, photographs and experiences
- Understand seasonal/weather change

Technology

- Observe and talk about ICT in the environment e.g. telephone, fax, TV, CD player
- Use ICT for finding things out in relation to learning theme, and know that ICT comes from a variety of sources e.g. CD rom, internet, video,

RE

Festivals from World religions appropriate to the time of year .

ie

- *Harvest- thankful*
- *Diwali*
- *Christmas*
- *Chris tingle*
- *Eid*

<ul style="list-style-type: none"> • Explore different surface textures by rubbing • Sort objects by feel and use descriptive vocabulary • Record another piece of work using a line drawing • Create their own prints using playdough, plasticine, polyblock etc 	<p>tape etc</p> <ul style="list-style-type: none"> • Use mouse to move objects round the screen - click, drag, drop • Use mouse to select and assemble words in a sentence • Use a keyboard to communicate information, <p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Provide opportunities to talk about the passage of time in relation to events in children's lives • Relate their own personal clock to the routines in the reception class • Talk about their own personal time line in relation to events in their own lives e.g. birthdays, weddings, starting school • Explore Autumn and Winter and know and discuss key features • Know the days of the week <p>Begin to be aware of the months of the year</p>	
<p><i>Computing and Digital Technology</i></p> <ul style="list-style-type: none"> • Using smart board • Using digital cameras 	<p><i>Building Learning Powers (BLP)</i></p> <p>Children will be developing their understanding of the following:</p> <p>Resourcefulness: Questioning, making links, capitalising</p> <p>Reflectiveness: Distilling</p> <p>Reciprocity: Collaboration</p> <p>Resilience;</p>	<p><i>Curriculum Enrichment</i></p> <ul style="list-style-type: none"> • Autumn Walk • Bonfire sing a long • Visitor for Diwali • Visitor for Christmas <p>Christmas Production</p>

British Values

- Consolidation of zone board
- Conflict resolution
- Light festivals from other cultures
- Class rules
- Class and school council
- Red, White and Blue day
- Children in Need

Philosophy for Children (P4C)

- To introduce skills of enquiry
- To know and use a range of questioning words

SMSC

- Spirituality
- Explore values and beliefs, including religious beliefs.
- Moral
- Develop a respect for other needs and feelings
- Social
- Sharing and taking turns with friends
- Cultural
- Give pupils a chance to think about their own culture and background.