



# Good to be me



| Children's current knowledge, skills, interests and experiences                                                                                                                                                                                                                                                                                                                                                                                                                                    | The children need...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Intention<br><i>(based on the needs of the children from initial baseline assessments)</i>                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>See cultural capital sheet – specific languages, cultures and heritages</li> <li>Indian/hindu family</li> <li>Chinese family</li> <li>South African/Dutch</li> <li>Polish</li> <li>Romanian</li> <li>Different kinds of families</li> <li>Different houses</li> <li>Cultural beliefs</li> <li>Additional needs</li> <li>Home visits / parent consultation information</li> <li>Harvest festival</li> <li>Twins</li> <li>Significant medical need</li> </ul> | <ul style="list-style-type: none"> <li>Walk around the school</li> <li>Visitors- from the school community- HT, dinner ladies, lollypop man etc.</li> <li>Visitors- to emphasise what makes them special</li> <li>Understanding how to celebrate similarities and differences</li> <li>Visits from parents / volunteers to find out about other cultures and parts of the world</li> <li>Knowledge of other cultural traditions and celebrations</li> <li>Understanding of significant medical need.</li> </ul> | <ul style="list-style-type: none"> <li>Fine motor control- activities to develop tripod grip</li> <li>Gross motor skills- specifically core strength, elbow and wrist pivots</li> <li>Sharing and turn taking</li> <li>Listening and attention skills</li> <li>Understanding of kind hands</li> <li>Negotiating skills</li> <li>Activities to help develop independence and organisation</li> <li>Name recognition</li> </ul> |

| Personal, Social and Emotional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                            |
| <p>To be able to talk about what makes them happy / sad</p> <p>To become aware of the Reception learning critters e.g. try hard turtle, proud penguin, have a go hippo etc.</p> <p>To be willing to try new activities</p> <p>To be able to find where the toilet and cloakroom areas are</p> <p>To be able to put on their own coat and use the toilet independently</p> <p>To begin to build positive relationships with others</p> <p>To be able to manage their personal belongings at the beginning and end of the day (with support)</p> <p>To understand the school routine and begin to anticipate what will be happening next</p> <p>To be able to discuss and celebrate similarity and difference</p> | <p>Reception and school tour</p> <p>Circle times- getting to know you games</p> <p>Marvellous Me- modelled first by the class teacher</p> <p>Worry monster</p> <p>Learning critters- videos</p> <p>Visual aids for supporting the children managing their belongings</p> <p>Visual timetable</p> <p>PSHE 'Jigsaw' sessions</p> <ul style="list-style-type: none"> <li>'Being me in my world'</li> </ul> |

## Enquiry question:

What makes me special?



## Sparkly starter Marvellous Me!

Class teacher to introduce and demonstrate the 'Marvellous Me' session using their own photos and videos



## Fab finish

Children to sing some of the songs they have learnt at school to parents to celebrate their first half term at school

| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                            |
| <p>To begin to understand how to answer questions during inputs e.g. putting up hand / waiting their turn / speaking clearly</p> <p>To be able to listen attentively in short inputs</p> <p>To express their ideas with support</p> <p>To be able to speak in complete sentences (with support)</p> <p>To be able to follow simple instructions</p> <p>To be able to communicate their needs e.g. if hurt, needs a drink, needs the toilet etc.</p> <p>To begin to use past, present and future vocabulary with support</p> | <p>Marvellous Me</p> <p>Maths meetings e.g. I know...because...</p> <p>Modelling reasoning skills</p> <p>Recall time</p> <p>Visitors from the local and school community</p> <p>Story maker- Owl Babies</p> <p>Visual aids and signs to help children communicate their needs</p> <p>Circle times</p> <p>Story Dough</p> <p>Word of the week- linked to Story Dough</p> |

| Physical Development                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                 | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>To be able to negotiate the space around them.</p> <p>To move in a variety of ways e.g. walking, running, jumping etc.</p> <p>To begin to hold a pencil effectively with a tripod grip.</p> <p>To be able to control a pencil / pen / paintbrush to make marks</p> <p>To develop their core strength, balance and co-ordination</p> | <p>P.E.- gymnastics</p> <p>P.E.- Physical Literacy with small apparatus</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Storycise</p> <p>Cosmic kids yoga</p> <p>Funky fingers for fine motor development</p> <p>Active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling,</p> |

| Mathematics                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                                                                                   | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                                    |
| <p>To count objects to 5 with accurate 1:1 correspondence</p> <p>Beginning to count beyond 10</p> <p>Can compare objects and amounts using the language of 'same', 'pair', 'match', 'more' and 'fewer'</p> <p>Can create simple repeating pattern e.g. stick, leaf, stick...</p> <p>Talks about and identifies the patterns around them</p> <p>Notifies and corrects an error in a repeating pattern</p> | <p>White Rose maths inputs (Getting to know you and Just Like Me)- matching and sorting, comparing amounts, comparing size, mass and capacity and exploring pattern</p> <p>Providing opportunities to explore maths concepts in the continuous provision and set up of the classroom environment</p> <p>Voting for the favourite book for story time using names and 10s frames</p> <p>Daily Maths Meetings</p> |

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|  | weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities<br>Squiggle while you wiggle sessions |
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| Uses a range of vocabulary to describe the size, mass and capacity of objects e.g. big / small, bigger / smaller, biggest / smallest, most / least | Interactive displays linked to current learning |
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| Literacy                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Reading                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What do we want the children to learn?                                                                                                                                                                                                                                                                          | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What do we want the children to learn?                                                                                                                                                                                | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Links sounds to letters and knows all Set 1 initial sounds<br>Beginning to blend and read cvc words<br>Can segment the sounds in simple words (orally)<br>Recognize words with the same initial sound<br>Understands and uses a range of vocabulary<br>To be able to speak in complete sentences (with support) | Story maker- Owl Babies<br>Storycise<br>RWInc- Phase 1 active phonics and word time<br>Daily story times using book vote<br>Red word castles – Challenge 1 sheet<br>Speed sounds- after pm register<br>Opportunities for developing blending skills during continuous provision inside and out<br>Home learning (Tapestry)- videos modelling letter recognition and blending<br>Set 1 sound books sent home<br>Reading books sent home every week match the children's reading ability<br>RWInc workshop for parents<br>Word of the week- based on Story Dough | Write some or all of their name (not necessarily with the correct letter formation)<br>Write some letters accurately<br>Can write the first sound in a simple word<br>Can segment the sounds in simple words (orally) | Daily name practice<br>Name cards available during Discovery time to trace or copy onto any work<br>Mark making and segmenting opportunities in active phonics and continuous provision inside and out e.g. writing name labels for models, large floor areas for mark making and pens etc.<br>Daily RWInc. session to include segmenting and handwriting skills<br>Home learning (Tapestry)- videos modelling letter formation<br>Set 1 sound books sent home<br>Squiggle Whilst you wiggle sessions<br>Message centre |

| Expressive Arts and Design                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                            |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                                                   | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                               |
| To be able to listen to a range of music<br>To sing some songs from memory e.g. nursery rhymes and counting songs etc. rhythm and pulse<br>To explore and mark make using a range of materials e.g. paint, chalk, pens, pencils, brushes and water etc.<br>To be able to weave using a variety of different materials<br>To be able to talk about what they have created | Skills to be specifically taught to children e.g. collage, painting and joining techniques<br>Junk modelling rockets and vehicles<br>Daily singing / rhythm and rhyme built into inputs<br>Weekly music sessions- Sing Up Music<br>Role-play- home corner (based on their own experiences)<br>Funky fingers to include weaving on fences etc.<br>Plan, do, review- to encourage communication and language |

| Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| What do we want the children to learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What learning opportunities will we provide?                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| To learn about their own and other cultures and religions<br>Understanding that they are part of a school community<br>To explore the areas of the classroom, the outside and the main areas of the school<br>To observe closely the natural world around them and talk about what plants need to grow<br>To be able to talk about the parts of their body and what they are for<br>To be able to talk about themselves, their home and their families and how they are the same or different others'<br>To understand how to use cameras to take and then look at photos<br>To know the names of some multimedia e.g. camera / screen / keyboard | Daily maths meeting- weather and seasonal change<br>Visitors from school community e.g. HT, lollypop man, dinner lady etc.<br>School tour- office, HT office, Hall, Year 2, Year 1, library, cloakrooms, toilets, classrooms, outside areas<br>R.E.- Christian stories (The Good Samaritan / The Loaves and the Fishes / Noah's Ark)<br>Science focus- the senses. food tasting, feely boxes, smelly bottles, Kims game, listening games<br>Circle times- to discuss similarities and differences<br>Harvest festival |

| Parents                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |
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| Parents                                                                                                                                                                                                                                                                                                                                                                                                      | Home learning                                                                                                                                                                                            |
| <b>Important dates:</b><br><br><b>Last week of October</b> – After school parent consultations (more details to follow)<br><br><b>Fab Finish- date tbc</b><br><br><b>Thursday 24<sup>th</sup> October-</b> last day of term.<br><br><b>Monday 28<sup>th</sup> – Friday 1<sup>st</sup> November</b><br>Half term break<br><br><b>Monday 4<sup>th</sup> November-</b> First day back after the half term break | Doodle Maths<br><br>Tapestry- home learning uploaded on Fridays<br><br>Reading books- collected in Mondays and issued on Tuesdays<br><br>‘Love to Read’ library books- returned and reissued on Tuesdays |

| Topic Vocabulary                                                                                                                             |                                                               |                                                          |
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| Anchor words for all<br>(key vocabulary for the topic)                                                                                       | Words for most                                                | Words for some<br>(more challenging specific vocabulary) |
| Same<br>Different<br>Who, what, when, where, how?<br>Hall<br>Cloakroom<br>Toilet<br>Outside<br>Map<br>Houses<br>Office                       | Flat<br>Marvellous<br>Celebrate<br>Autumn<br>Winter<br>Spring | Bungalow<br>Detached<br>Semi-detached                    |
| Word of the Week<br>(based on the words used in our daily Drawing Club sessions)                                                             |                                                               |                                                          |
| For example:<br>Week 1 - ‘Where the Wild Things Are’- <b>escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated</b> |                                                               |                                                          |

| Key texts                                                                                                                                                                              |
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| <b>Owl Babies (Story Maker)</b><br><br>Ruby’s Worry<br>Ravi’s Roar<br>I love my hair<br>Titch<br>Elmer<br>Funny Bones<br>The Snail and the Whale<br>Rainbow Fish<br>The Colour Monster |

| Impact of Autumn 1 curriculum                                                       |  | Next steps                                                                            |  |
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