



Happy To Help



Rational

The children are now attending school full-time and are continuing to settle into the new rules and routines. They are naturally curious to explore their new environment and have expressed interest in meeting members of our school community. Whilst they are keen to find out more about their new setting, they also bring with them a wealth of different knowledge and understanding from home. The links between home and school have never been more important and we are excited to build on the experiences and interests that the children have. We will therefore start our topic by finding out about what home life is like for our learners and who helps them there. From the home environment we will progress to looking at the school environment, particularly focusing on the roles of different people in school. Finally, we will move on to looking at those who help us in the local community. Living through a pandemic has made us appreciate our key workers more than ever, and so we will be finding out more about them, their roles and what they do to help.

| Children's current knowledge, skills, interests and experiences | Cultural Capital Opportunities | Next steps.. (based on the needs of the children from our ongoing assessments) |
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| <p><u>Knowledge</u> *School routines *Awareness of corona virus *Family roles</p> <p><u>Skills</u> *Growing independence and organisation skills *Confident to talk to each other and adults</p> <p><u>Interests</u> *Building dens *Digging</p> <p><u>Experiences</u> *All children have successfully attended our part-time sessions and are now in school full time *Children have all experienced lunch time at school *Children have shared their 'All About Me' boxes, drawn pictures of their families and discussed members of their family</p> | <p>*Visits from members of the school and local community who help us *Exploring the school grounds *Cooking *Sharing high quality texts</p> | <p>*Listening and attention skills *Develop independence in the environment *Creating a culture of respect, for each other and resources *Name recognition *Name writing *Gross motor to develop shoulder, elbow and wrist pivots *Fine motor skills to support with tripod pencil grip *Opportunities to practise 1:1 counting and develop cardinality of numbers</p> |



| Physical Development | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Continue to development their movement, balancing, riding and ball skills *Explore apparatus *Use larger muscle-movements to wave flags *Use one handed tools and equipment *Use a comfortable grip with good control | <ul style="list-style-type: none"> *Develop manipulation and control *Use large and small motor skills to do something *Show an increasing desire to be independent |

| Communication and Language and Literacy | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Use a wider range of vocabulary *Pay attention to more than one thing at a time *Know many rhymes and be able to talk about familiar books *Understand an instruction that has two parts *Engage in story times *Listen to and talk about stories *Start a conversation with an adult or friend | <ul style="list-style-type: none"> *Understand a simple instruction *Listen to other people's talk with interest *Start to develop conversation *Focus on an activity of their choice *Develop pretend play |

| Personal, Social & Emotional Development | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Select and use activities with help when needed *Become more outgoing with unfamiliar people, in the safe context of their setting *Show more confidence in new social situations *Talk about their feelings using words like sad, angry or worried *Begin to understand how others might be feeling *Increasingly follow rules | <ul style="list-style-type: none"> *Develop friendships with other children *Play with increasing confidence on their own and with other children *Find ways of managing transitions |

| Literacy | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Show an interest in stories and discuss what they have read/heard *Hear initial sounds in words *Link sounds to letters *Recognise some phase 2 graphemes *Begin to orally blend CVC words *Begin to blend CVC words (sat, pit, nap) *Read some phase 2 tricky words by sight (the, to, I, go, no, into) *Attempt to segment the sounds in CVC words | <ul style="list-style-type: none"> *Enjoying stories and joining in with repeated phrases *Points to pictures in books *Using language to communicate meaning *Enjoy drawing freely *Add some marks to drawing which they give meaning to |

| Mathematics | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Match and sort, compare amounts *Counting to 5: saying number words in sequence *Counting: tagging each object with one number word – irregular arrangements/actions *Counting: knowing the last number counted gives the total so far *Subitising: recognising small quantities without needing to count them all *Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) *Recognition: Numeral meanings *Order numerals *Conservation: knowing that the number does not change if things are rearranged | <ul style="list-style-type: none"> *Engaged in rote counting activities *Talk about numbers in their play *Count objects, actions and sounds |

Quality Texts
5 Minutes Peace
Whiffy Wilson
Emergency!
Whilst We Can't Hug
At the Hospital
Burglar Bill

| Topic Vocabulary | | |
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| Anchor words (key vocabulary for the topic) | Goldilocks Words (not too easy and not too hard, just right) | Step On Words (more challenging and specific vocabulary) |
| Help Job Uniform | Emergency Accident Vehicle | Respond Responsibilities Risk |

| Understanding the World | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Show interest in different occupations *Continue developing positive attitudes about the differences between people *Talk about members of their immediate community and family | <ul style="list-style-type: none"> *Notice differences between people *Make connections between features of their families and others |

| Expressive Art and Design | |
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| What do we want the children to learn? | Recall and retrieve knowledge and skills from previous learning experiences |
| <ul style="list-style-type: none"> *Express ideas and feelings through making marks *Begin to develop stories using resources *Develop their own ideas and then decide which materials to use to express them *Explore colour and colour mixing | <ul style="list-style-type: none"> *Explore different materials *Use their imagination *Make simple models which express their ideas |

| Partnership with Parents | Home Learning Opportunities/Activities |
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| <p>Thank you for all your support during the children's first few weeks of school.</p> <p>We would love to find out more about the children and their life outside of school. Please could you share a photo of your family on Tapestry. We will then share them with the class and create a family display in the classroom.</p> | <ul style="list-style-type: none"> *Share reading books and engage in other reading materials (reading books tbc) *Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the skills they've learnt at school *Recognise numbers in your environment – look at house numbers, car number plates, prices whilst shopping *Practise counting objects up to 5/10/20 and recognise corresponding numeral |

| Characteristics of Teaching and Learning (The ways in which the children are learning from their environment, experiences and activities) | |
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| Playing and Exploring | Acting out experiences in my play show a 'can do' attitude Use my senses to explore the world around me |
| Creating and Thinking Critically | Think of ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal |
| Active Learning | Maintain focus for a period of time Be proud of how things are accomplished |

