



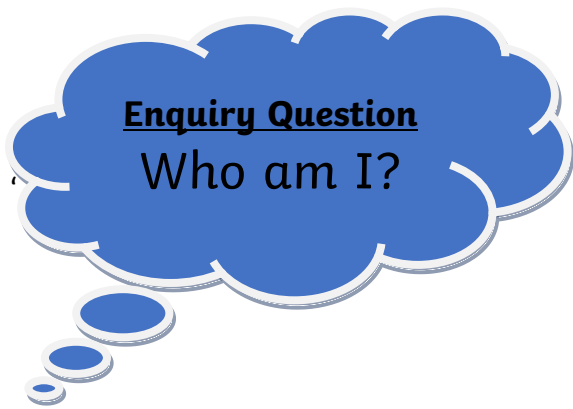
# Home From Home

## Rational

Learning about ourselves is a fundamental part of child development, especially as children start to ask questions about who they are and how they are the same, or different, from others. For children to make sense of the world around them, they first need to have a good understanding of themselves as individuals. As we are all getting to know each other and spending more time in school, it seems the perfect time to introduce our learning journey, 'Home From Home'.

The children are attending school full-time and are continuing to settle into the new rules and routines. As they are becoming more confident, and forming trusting relationships with their adults and peers, they are beginning to share more about themselves. They bring with them a wealth of different knowledge and experiences and are naturally keen to share these. To harness and build on their prior knowledge, we will start the year by learning all about them, their families, their school and their home. This will support them in developing a strong sense of what makes them unique. We will be responding to the experiences the children bring to school with them and events that are happening around us. The links between home and school have never been more important and we are excited to build on the skills and interests that the children have.

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*School routines</li> <li>*Awareness of interests</li> <li>*Family roles</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Growing independence and organisation skills</li> <li>*Confident to talk to each other and adults</li> </ul> <p><b>Interests</b></p> <ul style="list-style-type: none"> <li>*Magnetic Tiles</li> <li>*Water World</li> <li>*Transporting</li> <li>*Filling and emptying</li> </ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>*The children have successfully attended our part-time sessions and most are now in school full time</li> <li>*Children have all experienced lunch time at school</li> </ul>	<ul style="list-style-type: none"> <li>*Visits from members of the school and local community who help us</li> <li>*Exploring the school grounds</li> <li>*Cooking</li> <li>*Sharing high quality texts</li> </ul>	<ul style="list-style-type: none"> <li>*Listening and attention skills</li> <li>*Develop independence in the environment</li> <li>*Creating a culture of respect, for each other and resources</li> <li>*Name recognition</li> <li>*Name writing</li> <li>*Recognise phase 2 graphemes and hear initial sounds in words</li> <li>*Orally blend words back together</li> <li>*Blend CVC words</li> <li>*Recognise phase 2 tricky words – the, to, I, no, go, into</li> <li>*Gross motor to develop shoulder, elbow and wrist pivots</li> <li>*Fine motor skills to support with tripod pencil grip</li> <li>*Opportunities to practise 1:1 counting and develop cardinality of numbers</li> </ul>



Communication and Language and Literacy	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p><b>*Many rhymes, songs, poems and be able to talk about books</b></p> <p>*New topic vocabulary</p>	<p>*Listen carefully and know why listening is important</p> <p>*Say a sentence of 4 – 6 words</p> <p>*Join sentences using connectives like 'and' and 'because'</p> <p>*Engage in story times</p> <p>*Sing a large repertoire of songs</p> <p>*Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>*Listen to and talk about stories to build familiarity and understanding</p> <p>* Pays attention to more than one thing at a time</p> <p>*Start a conversation with an adult or a friend and continue it for many turns</p> <p>*Enjoy listening to longer stories</p> <p>*Follow 1 step instructions</p>

Personal, Social & Emotional Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*School routines</p> <p>*Names of children and staff in the setting</p> <p>*The names of feelings like 'happy' 'sad' 'angry' and 'scared'</p> <p>*Where and how to use the facilities, including good hand hygiene</p> <p>*They are valuable individuals</p>	<p>*Select and use activities and resources, with help</p> <p>*Become more outgoing with familiar people</p> <p>*Remember the rules and begin to follow them</p> <p>*Play with one or more other children</p> <p><b>*Play alongside others.</b></p> <p><b>*Take part in pretend play in a range of roles.</b></p> <p>*Express feelings and consider the feelings of others.</p> <p>*Manage their own needs. Eg Personal hygiene</p>

Physical Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*What tools match their intended purpose</p> <p><b>OUTDOOR PE FOCUS: GAMES</b> <i>Using Bean bags</i></p> <p>*Move a beanbag in different ways</p> <p>*Use equipment to control a ball</p> <p><b>INDOOR PE FOCUS: GYMNASTICS</b> <i>Use of space</i> <i>Travelling</i></p> <p>*Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping</p>	<p>*Hold one handed tools with support– eg. squeeze scissors, paintbrushes</p> <p>*Use scissors to make snips in paper</p> <p>*Begin to do up zips and buttons independently when putting on coats</p> <p>*Develop their movement, balancing and riding</p> <p>*Work with others to manage large items</p> <p>*Show a preference for hand</p> <p>*Develop skills they need to manage the school day eg. lining up</p> <p>*Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes</p>

## Phonics

### Autumn 1

#### Phase 2 Graphemes

The first 2 weeks of September, the children will be attending school on a part time basis. During this time, they will be completing baseline assessments and consolidating Phase 1.

#### PHASE 1

<b>Week 1</b>	Environmental sounds, Instrumental sounds and body sounds
<b>Week 2</b>	Rhythm and Rhyme and Oral blending

Phase 1 Skills continue to be taught alongside phase 2 sounds. Activities and games are implemented from phase 1 whilst learning phase 2 phonemes.

#### PHASE 2

<b>Week 2 (from 12.9.25)</b>	Set 1	s
<b>Week 3</b>	Set 1/2	a, t, p, i
<b>Week 4</b>	Set 2/3	n, m, d, g
<b>Week 5</b>	Set 3/4	o, c, k, ck
<b>Week 6</b>	Set 4/5	e, u, r, h
<b>Week 7</b>	Set 5	b, f, ff, l
<b>Week 8</b>	Set 5	ll, ss and revisit

**\*ASSESSMENT WEEK**

### Tricky Words

I, to, no, go, the, into, a, is, has, his, as, of

### High Frequency Words

an, at, if, in, it, off, on, can

## Literacy

We want children to know...  
(Substantive Knowledge)

### Reading

- \*Familiar stories and enjoy hearing them
- \*Many rhymes and be able to discuss books
- \*Print carries meaning
- \*Print can have different purposes
- \* We read from left to right
- \*The parts of the book – front cover, back cover, title, author, blurb, page number, pictures
- \*Understand page sequencing
- \*The vocabulary listed above
- \*Phase 2 graphemes in isolation

We want children to know how to...  
(Disciplinary Knowledge)

### Reading

- \*Handle books with care
- \*Listen to stories with increased recall
- \*Read their names
- \*Hear and say initial sounds in words
- \*Orally blend cvc words
- \*Link sounds to letter

### Writing

- \*Give meaning to marks
- \*Begin to hold a pencil comfortably and say what their marks mean.
- \*Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds
- \* Write some/all of name
- \* Write some letters accurately.
- \* Use one handed tools
- \* Use comfortable grip and show good control with pencil
- \* Show a preference for a dominant hand
- \* Say sounds for individual letters
- \*Write initial sounds

## Topic Vocabulary

<b>Anchor words</b> (key vocabulary for the topic)	<b>Goldilocks Words</b> (not too easy and not too hard, just right)	<b>Step On Words</b> (more challenging and specific vocabulary)
Me Family Friend School Same Not the Same House Home Map	Springdale First Here Broadstone Corfe Mullen Creekmoor Canford Heath	Trusted Adult Settlement

### Quality Texts

The Big Book of Families  
Whiffy Wilson – The wolf who wouldn't go to school  
The Three Little Pigs  
Goldilocks and The Three Bears

## Key Nursery Rhymes and Songs

Autumn 1

Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things For Fingers

Mathematics	
<b>Autumn 1</b>	<b>Number Theme</b>
Week 1-2	BASELINE
Week 3	<b>Subitising</b> <ul style="list-style-type: none"> <li>• <i>Perceptual subitising to 3</i></li> </ul>
Week 4	<b>Counting</b> <ul style="list-style-type: none"> <li>• <i>Counting sequence</i></li> <li>• <i>1:1 correspondence</i></li> <li>• <i>Cardinality</i></li> </ul>
Week 5	<b>Composition</b> <ul style="list-style-type: none"> <li>• <i>Composition of 3 &amp; 4</i></li> </ul>
Week 6	<b>Subitising</b> <ul style="list-style-type: none"> <li>• <i>Subitising to 4</i></li> <li>• <i>Perceptual and conceptual</i></li> <li>• <i>Making 4</i></li> </ul>
Week 7	<b>Comparison</b> <ul style="list-style-type: none"> <li>• <i>Focus on language and think about attributes</i></li> </ul>
Week 8	<b>Assessment and Revision of key knowledge</b>
<b>Shape, Space, Measure, Pattern Theme</b>	
BASELINE	
<b>Pattern</b> <ul style="list-style-type: none"> <li>• <i>Copy and continue an AB pattern</i></li> </ul>	
<b>Pattern</b> <ul style="list-style-type: none"> <li>• <i>Copy, continue and make an AB pattern</i></li> <li>• <i>Continue a pattern which ends mid-unit</i></li> </ul>	
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<b>Pattern</b> <ul style="list-style-type: none"> <li>• <i>Spot errors in patterns</i></li> </ul>	
<b>Pattern</b> <ul style="list-style-type: none"> <li>• <i>Create AB/ABC patterns around a circle/border</i></li> </ul>	

Understanding the World	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*Families come in all different shapes and sizes *A home is a place people live *A settlement is a place where people live *They live in Broadstone/Corfe Mullen/Creekmoor/Canford Heath *They are part of Springdale First School *Everyone is different and that's what makes us special *People have different roles *The names of common weather patterns – rain, cloud, sun, *Name of the current season *Name of our main royal family members *Parts of a tablet	*Talk about members of their immediate family and community.  *Describe people who are familiar to them  *Describe what they see, hear, and feel whilst outside.  *Use a touch screen game and use computers/keyboards in role play

Expressive Art and Design	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*Colour names *Colours can be mixed to create new ones *Equipment that can be used to join materials eg. Glue, Sellotape, hole punch *Objects can be used in different ways *Names of different emotions – happy, excited, sad, scared, angry *Lyrics to repeated songs *Songs have a pulse	*Mix paint to make a desired colour *Use a Sellotape dispenser, dispense paints, apply glue, use a hole punch *Create collaboratively, sharing ideas, resources, and skills. *Take part in simple pretend play, using an object to represent something else *Develop complex stories using small world equipment *Draw with increased detail, representing a face with a circle and including details *Respond to what they have heard, expressing their thoughts and feelings *Listen with increased attention to sounds *Sing the pitch of a tone sung by another person *Remember and sing songs

Characteristics of Teaching and Learning (The ways in which the children are learning from their environment, experiences and activities)	
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

Partnership with Parents	Home Learning Opportunities/Activities
Thank you for all your support during the children's first half term of school.	*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
<b>All About Me Boxes</b> W/C 13.10.25 More information to follow.	*Recognise small sets of objects by sight (subitise) *Play games that involve using a dice to encourage quick recognition of amounts *Practise counting objects up to 5/10/20 and recognise corresponding numeral

*You are invited to*

## A Guided Tour of our Classroom

Over the first half term, the children have been learning all about their school and their classrooms. They are now experts in all the daily routines and would like to share their learning environments with you.

We would like to invite you to come back up to the classrooms from 3:10 – 3:30 so the children can have a chance to show you around. Please leave via Lewesdon Drive.

Join us on **either:**

**Tuesday 21<sup>st</sup> October**

**or**

**Thursday 23<sup>rd</sup> October**

We look forward to seeing you then!

