



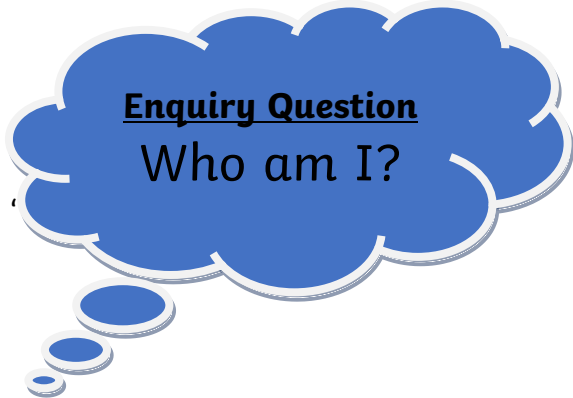
Home From Home

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 them 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, their home, and their celebrations. 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>Knowledge</p> <ul style="list-style-type: none"> *School routines *Awareness of interests *Family roles <p>Skills</p> <ul style="list-style-type: none"> *Growing independence and organisation skills *Confident to talk to each other and adults <p>Interests</p> <ul style="list-style-type: none"> *Marble runs *Digging *Messy play *Dressing up <p>Experiences</p> <ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Visits from members of the school and local community who help us *Exploring the school grounds *Cooking *Sharing high quality texts *Dress up day *Visit to the puppet theatre 	<ul style="list-style-type: none"> *Listening and attention skills *Develop independence in the environment *Creating a culture of respect, for each other and resources *Name recognition *Name writing *Recognise phase 2 graphemes and hear initial sounds in words *Orally blend words back together *Blend CVC words *Recognise phase 2 tricky words – the, to, I, no, go, into *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



Communication and Language and Literacy	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *Many rhymes, songs, poems and be able to talk about books *New topic vocabulary *The meaning of social phrases and use them *The difference between a fiction and non-fiction books. 	<ul style="list-style-type: none"> *Listen carefully and know why listening is important *Say a sentence of 4 – 6 words *Join sentences using connectives like 'and' and 'because' *Engage in story times *Sing a large repertoire of songs *Listen carefully to rhymes and songs, paying attention to how they sound *Listen to and talk about stories to build familiarity and understanding * Pays attention to more than one thing at a time *Start a conversation with an adult or a friend and continue it for many turns *Enjoy listening to longer stories *Follow 1 step instructions *Use new vocabulary in different contexts and throughout the day *Articulate my ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives.

Personal, Social & Emotional Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *School rules *They can experience a range of feelings *How to interact with peers – what makes a good friend *Understanding of being part of a larger group *Their needs may not be met instantly *What makes them special *They experience a range of feelings *How to interact with peers – what makes a good friend *Understanding of being part of a larger group *Their needs may not be met instantly *What makes them special 	<ul style="list-style-type: none"> *Select and use activities and resources, with help *Become more outgoing with familiar people *Remember the rules and begin to follow them *Play with one or more other children *Play alongside others *Take part in pretend play in a range of roles *Express feelings and consider the feelings of others. *Manage my own needs. Eg Personal hygiene *Show more confidence in new social situations *Increasingly follow the rules, understanding why they are important *Begin to take turns and share resources *Begin to form trusting relationships with familiar adults in school *Develop their sense of responsibility and community *Identify and moderate their own feelings socially and emotionally.

Physical Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *What tools match their intended purpose *Names of balances – pike, straddle, dish, arch, tuck *The steps of how to throw, kick, pass and catch 	<ul style="list-style-type: none"> *Select tools to match the intended purpose *How to hold one handed tools – eg. scissors, paintbrushes *How to hold a pencil correctly. *How to throw, kick, pass and catch *Use core muscle strength to achieve a good posture when sitting at a table or on the floor *Develop small motor skills and use a range of tools competently eg. pencils, paintbrushes, scissors, knives and forks *Develop a comfortable pencil grip *Combine different movements with ease and fluency. *Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing *Develop overall body strength, co-ordination, balance and agility needed to engage successfully in PE *Confidently and safely use a range of large and small apparatus indoors and outdoors *Develop body strength, balance, co-ordination and agility *Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming

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

Week 1	Environmental sounds, Instrumental sounds and body sounds
Week 2	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

Week 2 (from 14.9.22)	Set 1	s, a
Week 3	Set 1/2	t, p, i, n
Week 4	Set 2/3	m, d, g, o
Week 5	Set 3/4	c, k, ck, e
Week 6	Set 4/5	u, r, h, b
Week 7	Set 5	f, ff, l, ll, ss

***ASSESSMENT WEEK**

Phase 3 Graphemes

PHASE 3

Week 1	Set 6	j v w x (ks)
Week 2	Set 7	y z zz qu (kw)
Week 3	Consonant Blends	ch sh th th
Week 4		ng nk ai ee
Week 5	Vowel Digraphs	igh oa oo oo
Week 6		ar or ur ow
Week 7		oi ear air ure

ASSESSMENT WEEK

Literacy

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

- *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
- *Awareness of what 'rhyming' is
- *Phase 2 graphemes in isolation
- *Phase 2 graphemes in texts
- *Read phase 2 tricky words
- *Understand the VIPERS skills – vocabulary, inference, prediction, explain, retrieval and sequence
- *Marks carry meaning
- *Grapheme-phoneme correspondences for the phase 2 sounds

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

- *Handle books with care
- *Listen to stories with increased recall
- *Recognise rhymes
- *Continue a rhyming string
- *Describes main story setting, events and characters
- *Read their names
- *Hear and say initial sounds in words
- *Orally blend CVC words
- *Link sounds to letter
- *Blend the sounds in CVC words
- *Recognise phase 2 tricky words in isolation and context
- *Use vocabulary that is influenced by books experienced
- *Write their name
- *Form some letters correctly
- *Write phase 2 graphemes
- *Write initial sounds
- *Write letter strings that contain some relevant letters
- Segment and record words with taught graphemes.
- *Write CVC words
- *Write a simple caption

Topic Vocabulary

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)
Family Friend School Same Not the Same House Home Map	Springdale First Here Celebration Christmas Jesus Birthday Broadstone Corfe Mullen Creekmoor Canford Heath	Trusted Adult Settlement Divali Hinduism Christianity Judaism Hanukkah

Quality Texts

The Big Book of Families
Whiffy Wilson – The wolf who wouldn't go to school
The Three Little Pigs
Julia Donaldson Collection
The First Christmas

Key Nursery Rhymes and Songs

Autumn 1	Autumn 2
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	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song

Mathematics

Autumn 1	Number Theme	Shape, Space, Measure, Pattern Theme
Week 1-2	BASELINE	BASELINE
Week 3	Subitising <ul style="list-style-type: none"> Perceptual subitising to 3 	Pattern <ul style="list-style-type: none"> Copy, continue and make an AB pattern Continue a pattern which ends mid-unit
Week 4	Counting <ul style="list-style-type: none"> Counting sequence 1:1 correspondence Cardinality 	Pattern <ul style="list-style-type: none"> Copy, continue and make an ABC pattern Continue a pattern which ends mid-unit
Week 5	Composition <ul style="list-style-type: none"> Composition of 3 & 4 	Pattern <ul style="list-style-type: none"> Make their own ABB pattern Make a pattern around a circle/border
Week 6	Subitising <ul style="list-style-type: none"> Subitising to 4 Perceptual and conceptual Making 4 	Pattern <ul style="list-style-type: none"> Make their own ABBC pattern Make a pattern around a circle/border
Week 7	Comparison <ul style="list-style-type: none"> Focus on language and think about attributes 	Pattern <ul style="list-style-type: none"> Spot errors in patterns

Autumn 2	Number Theme	Shape, Space, Measure, Pattern Theme
Week 8	Cardinality and Counting <ul style="list-style-type: none"> Focus on counting to 5 	2D Shape <ul style="list-style-type: none"> Identify similarities between shapes
Week 9	Comparison <ul style="list-style-type: none"> Comparisons by matching 	2D Shape <ul style="list-style-type: none"> Name simple 2D shapes – square, rectangle, circle, triangle, pentagon
Week 10	Composition <ul style="list-style-type: none"> Focus on the concept of a 'whole' 	2D Shape <ul style="list-style-type: none"> Properties of 2D shapes – sides – corners Describing properties
Week 11	Composition <ul style="list-style-type: none"> Focus on the composition of 5 	2D Shape <ul style="list-style-type: none"> Develop an awareness of relationships
Week 12	Cardinality and Counting <ul style="list-style-type: none"> Counting beyond 5 	Time <ul style="list-style-type: none"> Beginning to use time to sequence events – times of the day, visual timetable
Week 13	Revision of key knowledge	Time <ul style="list-style-type: none"> Calendar events – Birthday
Week 14	Revision of key knowledge	Time <ul style="list-style-type: none"> Experience specific time durations – 1 minute challenges, tidy uptime

Understanding the World

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*Families come in all different shapes and sizes</p> <p>*A home is a place people live</p> <p>*A settlement is a place where people live</p> <p>*We live in Broadstone/Corfe Mullen/Creekmoor/Canford Heath</p> <p>*We are part of Springdale First School</p> <p>*We are all different and that makes us special</p> <p>*People have different roles</p> <p>*The names of common weather patterns – rain, cloud, sun,</p> <p>*The name of the current season</p> <p>*The name of our main royal family members</p> <p>*Parts of a tablet</p> <p>*What a celebration and belief is – a celebration is remembering a special time by taking part in an activity/gathering</p> <p>*People have different beliefs and celebrate different things</p> <p>*Remembrance Day is a time to remember those who have fought in wars</p> <p>*Bonfire Night is a time to celebrate parliament and the King surviving an attack</p> <p>*How to stay safe around fire</p> <p>*Birthdays are a celebration of the day you were born</p> <p>*Christians believe Christmas is the day Jesus was born</p> <p>*Hanukkah is the Jewish festival of light</p> <p>*Some places are special to members of their community</p> <p>*The names of common weather patterns – fog, ice</p> <p>*The names of the seasons</p> <p>*Spot the signs of Autumn and Winter</p> <p>*The changing seasons effect the natural world around them</p> <p>*About the natural world around them</p>	<p>*To talk about members of their immediate family and community.</p> <p>*Describe people who are familiar to them</p> <p>*How to draw information from a simple map.</p> <p>*Describe what they see, hear, and feel whilst outside.</p> <p>*Use a touch screen game and use computers/keyboards in role play</p> <p>*To comment on images of familiar situations in the past.</p> <p>*Describe what they can see, hear and feel whilst outside.</p>



Expressive Art and Design

<p>We want children to know... (Substantive Knowledge)</p> <ul style="list-style-type: none"> *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 *Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets *How to hold their pencil/paintbrush 	<p>We want children to know how to... (Disciplinary Knowledge)</p> <ul style="list-style-type: none"> *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 *To use percussion instruments like tambourines, triangles, bells, maracas, and castanets *Sing the melodic shape of familiar songs *Keep a steady pulse *Sing in a group or on their own, increasingly matching the pitch and following the melody *Explore and engage in music making and dance, performing solo or in groups *Use line and shape to represent objects *Draw with increasing complexity and detail *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used.
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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.	<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 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

