

Holly Class: Terms 1 & 2 – Year A

Topic Title: All About Me	
Subject	Overview of skills, knowledge and activity
Literacy - Communication and Language and Literacy	<p style="text-align: center;"><u>Reception + Year 1</u></p> <p style="text-align: center;"><i>Continuously supporting all Communication and Language and Literacy Early Learning Goals.</i></p> <ul style="list-style-type: none"> • Phonics – Letters and Sounds - Differentiate phase to suit the needs of the children – weekly objectives to be followed (Year 1s – Phase 3/4 (see overview on website)) <p style="text-align: center;"><i>Reception: To begin to learn segmenting and blending skills for reading and writing + Develop pencil grip and letter formation</i></p> <p style="text-align: center;"><i>Year 1s: Continuously supporting children to apply their phonics and practice spelling, punctuation and grammar.</i></p> <ul style="list-style-type: none"> • ‘Home’ role play area (Kitchen, play food, babies, dressing up) – Links with all Early Learning Goals but with a particular focus on People and Communities, Speaking, Making Relationships and Being Imaginative • Provide fiction and non-fiction books to support the topic in the role play/book area • Elicit pre-existing knowledge, ideas, feelings and understanding about where we live, bodies – growing (baby to now), families, friends and pets – speaking and listening • What jobs do my family have? What would I like to be when I am older? – Link with people who help us • People Who Help Us / Occupations – Visitors in to talk about their occupations • Posters – When I grow up I want to be... YR1 – Because ... • Share stories about pets, friends, families, homes and stories to support cultural differences – Handa’s surprise (similarities and differences) – link with People and Communities & The World • I am a Top Talker! Model and Promote the use of ‘Description’ Language • Story telling with puppets + Dressing up – Link with Being Imaginative • Show and Tell – Speaking and Listening skills • ‘After the Storm’ – Autumn – link with The World • ‘The Little Red Hen’ – Harvest – link with The World & People and Communities. Focus on sequencing and re-telling skills • All About Me Books – Year 1 – Focus on writing, in particular letter formation • Encourage child initiated mark making – Reception • Bonfire night poetry • WOW words for fireworks • Christmas card writing • Letters to Father Christmas
Year 1	<ul style="list-style-type: none"> • Refer to ‘Year 1 Literacy Objectives’ on the school website – Holly Class page. These objectives will be planned for and taught weekly to suit the needs of the children. • Spelling: Refer to the ‘English Appendix 1: Spelling’ document (Pages 1-6) on the school website – Holly Class page. These objectives will be taught throughout the year in daily phonics sessions. • Phonics – Letters and Sounds – Phase 3/4 – see ‘Year 1 Phonics Overview’ on the school website – Holly Class page.
Maths – Number and Shape, Space & Measure	<p><u>Number</u></p> <p><i>This year we will be focusing on five Early Predictors of Success:</i></p> <ul style="list-style-type: none"> • Recognising numbers as dice and dominoes patterns • Comparing numbers like 5 and 7, saying which is more • Predicting the result of adding or taking away 1 • Understanding number symbols and what they mean (‘the fiveness’ of 5 etc.) • Understanding that numbers are made up of other numbers and number combinations. <p><u>Shape, Space and Measure</u></p> <p>Term specific content:</p> <ul style="list-style-type: none"> • Copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions • Days of the Week • Language related to time • O’clock times in relation to their daily routine ↔ • Positional language • Exploring length and height • Explore capacity • Learn about 2D shapes • Months of the year and the seasons <p style="text-align: right;">Term specific content (Year 1):</p> <ul style="list-style-type: none"> • Counting skills • Estimating • Order numbers to 10 • Recognise domino/dice arrays without counting • Identify a number 1 more • Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10 • Match pairs to 5, 6 and 10 to number sentences • Find missing numbers in number sentences • Double numbers 1 to 5 • Find 1 and 2 more • Identify a number 1 less • Recognise basic line symmetry • Venn diagrams and Carroll diagrams • Read and write numbers and number-names to 20 • Compare and order numbers to 20, then 30 • Understand and then make teen numbers (10 and some 1s) • Find the number between two numbers with a difference of 2 • Understand and use ordinal numbers • Find pairs which make 7 • Use addition facts for 5, 6 and 10 to solve subtractions and to solve word problems • Add 1, 2 and 3 by counting on and subtract 1, 2, 3 or more by counting back • Begin to add three small numbers by spotting bonds to 10 or
Year 1s will take part in the Shape, Space and Measure sessions with YR but will be extended	

	<ul style="list-style-type: none"> Recognise that different coins have different values
<p>Science – The World</p>	<p style="text-align: center;"><u>The World:</u></p> <ul style="list-style-type: none"> ❖ Talks about why things happen and how things work. Children know about similarities and differences in relation to living things <ul style="list-style-type: none"> ❖ They make observations of animals ❖ Shows care and concern for living things ❖ Looks closely at similarities, differences, patterns and change ❖ Developing an understanding of growth, decay and changes over time <ul style="list-style-type: none"> Pets Our body How can I be healthy? Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe Senses Making bread – link with Literacy (The Little Red Hen) + Health and Self-Care Seasonal change
<p>Computing - Technology</p>	<p style="text-align: center;"><u>Technology:</u></p> <ul style="list-style-type: none"> ❖ Completes a simple program on a computer. ❖ Uses ICT hardware to interact with age-appropriate computer software ❖ Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes <ul style="list-style-type: none"> YR1s – Espresso - Coding Espresso Phonics – To develop and build on phonics skills Espresso – Understanding the World – Link with topic! Video clips and activities: Our Body, Harvest, Autumn, Pets etc. My World iPads 2simple Collection – 2paint + Revelation Natural Art - linked to topics MathBase – To develop and build on skills in maths (YR1s) Letters and Sounds Interactive Activities – To support Phonics Listening centre – Link with Literacy and Communication and Language – Music & Stories
<p>Humanities - People and Communities and The World</p>	<p style="text-align: center;"><u>People and Communities:</u></p> <ul style="list-style-type: none"> ❖ Children talk about past and present events in their own lives and in the lives of family members ❖ Knows some of the things that make them unique <p style="text-align: center;"><u>The World:</u></p> <ul style="list-style-type: none"> ❖ Children know about similarities and differences in relation to places and objects ❖ Developing an understanding of growth, decay and changes over time ❖ They talk about the features of their own immediate environment and how environments might vary from one another <ul style="list-style-type: none"> Changes within living memory – from baby to now Discussions about past events and experiences Toys – old and new Who was Guy Fawkes? Remembrance Sunday – why do we wear poppies? Where do we live? Explore maps! Local walk of Seend – compare with where Handa lives from Handa’s Surprise Observations of the environment – seasonal change – link with science / The World
<p>Art & DT – Expressive Arts and Design</p>	<p style="text-align: center;"><u>Exploring and Using Media and Materials:</u></p> <ul style="list-style-type: none"> ❖ Explores colour and how colours can be changed ❖ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects ❖ Manipulates materials to achieve a planned effect <p style="text-align: center;"><u>Moving and Handling:</u></p> <ul style="list-style-type: none"> ❖ Draws lines and circles using gross motor movements ❖ Uses one-handed tools and equipment, e.g. makes snips in paper with scissors ❖ Uses simple tools to effect changes to materials <p style="text-align: center;"><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> ❖ They represent their own ideas, thoughts and feelings through design and technology and art ❖ Create simple representations of events, people and objects <ul style="list-style-type: none"> Self-portraits – Knows some of the things that make them unique Hand Prints to be used for friendship pledge – link with PSED Autumnal scenes – paint Leaf printing/rubbings Junk modelling Collage – fruit and veg pictures – link with Health and Self-Care Colours – What happens if I mix these 2 colours? Chalk – firework pictures (black paper) Create a poppy

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	<ul style="list-style-type: none"> • Christmas cards & crafts • Salt dough fruit and vegetables - Harvest 		
<p>R.E. – People and Communities</p>	<p style="text-align: center;"><u>People and Communities:</u></p> <p>❖ <i>They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p>Discovery R.E. Scheme followed weekly: Term 1: Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Term 2: Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p>		
<p>P.E. – Physical Development</p>	<p style="text-align: center;"><u>Moving and Handling:</u></p> <p>❖ <i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space</i></p> <p style="text-align: center;">❖ <i>They handle equipment and tools effectively</i></p> <p style="text-align: center;"><u>Health and self-care:</u></p> <p style="text-align: center;">❖ <i>Children know the importance for good health of physical exercise</i></p> <ul style="list-style-type: none"> • Make different flavoured bread – <i>Shows some understanding that good practices with regard to hygiene can contribute to good health + Understand that equipment and tools have to be used safely</i> • Fine motor skills developed by providing different Explore Time activities i.e. threading beads onto string • Dressing up area and changing for PE– <i>Manages own personal needs successfully, including dressing.</i> • P.E. Expectations and safety rules – Talk about ways to stay safe. • Spatial awareness/moving safely • Explore our bodies and the different ways we can move • Ball skills • Team games • Simon says... link with body parts 		
<p>Music – Expressive Arts and Design</p>	<p style="text-align: center;"><u>Exploring and Using Media and Materials:</u></p> <p>❖ <i>Children sing songs, make music and dance, and experiment with ways of changing them</i></p> <p style="text-align: center;"><u>Being Imaginative:</u></p> <p>❖ <i>They represent their own ideas, thoughts and feelings through music and dance</i></p> <p>Taught predominantly through singing with Mrs Schonfeld:</p> <ul style="list-style-type: none"> • Rhythm, speed, volume of voice, call and response, use of actions. • Listening centre – music and stories to support our topic • Nursery rhymes • Explore instruments 		
<p>P.S.H.C.E - Personal, Social & Emotional Development</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>Managing Feelings and Behaviour:</u></p> <p>❖ <i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p> <ul style="list-style-type: none"> • Golden rules • School values • Mindsets – How can I have a Growth Mindset? Who are Mindi and Teezle? • DOJOS – Class Reward System • Sun, Cloud & Lightening Cloud – Behaviour Management System • Bonfire Night Safety • Friendship Promise! </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><u>P.S.H.C.E Scheme followed weekly – Jigsaw:</u></p> <p>Term 1: Being Me In My World</p> <ol style="list-style-type: none"> 1. Who me? 2. How Am I Feeling Today? 3. Being At School 4. Gentle Hands 5. Our Rights 6. Our Responsibilities <p>Term 2: Celebrating Difference</p> <ol style="list-style-type: none"> 1. What Am I Good At 2. I'm Special, I'm Me! 3. Families 4. Houses and Homes 5. Making Friends 6. Standing Up For Yourself </td> </tr> </table>	<p style="text-align: center;"><u>Managing Feelings and Behaviour:</u></p> <p>❖ <i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p> <ul style="list-style-type: none"> • Golden rules • School values • Mindsets – How can I have a Growth Mindset? Who are Mindi and Teezle? • DOJOS – Class Reward System • Sun, Cloud & Lightening Cloud – Behaviour Management System • Bonfire Night Safety • Friendship Promise! 	<p style="text-align: center;"><u>P.S.H.C.E Scheme followed weekly – Jigsaw:</u></p> <p>Term 1: Being Me In My World</p> <ol style="list-style-type: none"> 1. Who me? 2. How Am I Feeling Today? 3. Being At School 4. Gentle Hands 5. Our Rights 6. Our Responsibilities <p>Term 2: Celebrating Difference</p> <ol style="list-style-type: none"> 1. What Am I Good At 2. I'm Special, I'm Me! 3. Families 4. Houses and Homes 5. Making Friends 6. Standing Up For Yourself
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