

Topic Title: All About Me	
Subject	Overview of skills, knowledge and activity
Literacy - Communication and Language and Literacy	<p style="text-align: center;"><b><u>Reception + Year 1</u></b></p> <p style="text-align: center;"><b><i>Continuously supporting all Communication and Language and Literacy Early Learning Goals.</i></b></p> <ul style="list-style-type: none"> <li>Phonics - Letters and Sounds - Differentiate phase to suit the needs of the children - weekly objectives to be followed</li> </ul> <p><b><i>Reception: To begin to learn segmenting and blending skills for reading and writing + Develop pencil grip and letter formation</i></b></p> <p><b><i>Year 1s: Continuously supporting children to apply their phonics and practice spelling, punctuation and grammar.</i></b></p> <ul style="list-style-type: none"> <li>'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</li> <li>Other Role Play Area to be changed to support different occupations i.e. Vets - Links with all Early Learning Goals but with a particular focus on The World, People and Communities and Being Imaginative</li> <li>Provide fiction and non-fiction books to support the topic in the role play/book area</li> <li>Elicit pre-existing knowledge, ideas, feelings and understanding about where we live, bodies - growing (baby to now), families, friends and pets - speaking and listening</li> <li>What jobs do my family have? What would I like to be when I am older? - Link with people who help us</li> <li>People Who Help Us / Occupations - Visitors in to talk about their occupations</li> <li>I am a Top Talker!</li> <li>Story telling with puppets + Dressing up - Link with Being Imaginative</li> <li>Show and Tell - Speaking and Listening skills</li> <li>Encourage child initiated mark making / writing - Reception - Use of 'Rainbow Challenge' to inspire and motivate children to write in their play</li> <li>Helicopter Stories - Orally creating stories and acting them out as a class</li> </ul> <p><b><u>Reading and Writing:</u></b> Labelling drawings, Posters (When I grow up I want to be...), Storytelling/ re-telling skills / language, Poetry (Bonfire Night), Sequencing, Cards, Letters, Recount (Gunpowder Plot), Adjectives - WOW words (Fireworks, Handa's Surprise)</p> <p><b><u>Focus Texts:</u></b></p> <ul style="list-style-type: none"> <li>After the Storm, The Little Red Hen (Harvest), Handa's Surprise, Elmer, We're Going on a Bear Hunt</li> </ul>
	Year 1
Maths - Number and Shape, Space & Measure	<p><b><u>Number</u></b></p> <p><b><i>This year we will be focusing on five Early Predictors of Success:</i></b></p> <ul style="list-style-type: none"> <li>Recognising numbers as dice and dominoes patterns</li> <li>Comparing numbers like 5 and 7, saying which is more</li> <li>Predicting the result of adding or taking away 1</li> <li>Understanding number symbols and what they mean ('the fiveness' of 5 etc.)</li> <li>Understanding that numbers are made up of other numbers and number combinations.</li> </ul> <p><b><u>Shape, Space and Measure</u></b></p> <p><b>Term specific content:</b></p> <ul style="list-style-type: none"> <li>Copy, continue, describe and create</li> </ul>
Year 1s will take part in the Shape, Space and Measure sessions with YR but will be	<p><b>Term specific content (Year 1):</b></p> <ul style="list-style-type: none"> <li>Counting skills</li> <li>Estimating</li> <li>Order numbers to 10</li> <li>Recognise domino/dice arrays without counting</li> <li>Identify a number 1 more</li> <li>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</li> <li>Match pairs to 5, 6 and 10 to number sentences</li> <li>Find missing numbers in number sentences</li> <li>Double numbers 1 to 5</li> <li>Find 1 and 2 more</li> <li>Identify a number 1 less</li> <li>Recognise basic line symmetry</li> <li>Venn diagrams and Carroll diagrams</li> <li>Read and write numbers and number-names to 20</li> </ul>

<p><b>extended</b></p>	<p>patterns using colours, shapes, objects, sounds and actions</p> <ul style="list-style-type: none"> <li>• Days of the Week</li> <li>• Language related to time</li> <li>• O'clock times in relation to their daily routine ↔</li> <li>• Positional language</li> <li>• Exploring length and height</li> <li>• Explore capacity</li> <li>• Learn about 2D shapes</li> <li>• Months of the year and the seasons</li> <li>• Recognise that different coins have different values</li> </ul> <ul style="list-style-type: none"> <li>• Compare and order numbers to 20, then 30</li> <li>• Understand and then make teen numbers (10 and some 1s)</li> <li>• Find the number between two numbers with a difference of 2</li> <li>• Understand and use ordinal numbers</li> <li>• Find pairs which make 7</li> <li>• Use addition facts for 5, 6 and 10 to solve subtractions and to solve word problems</li> <li>• Add 1, 2 and 3 by counting on and subtract 1, 2, 3 or more by counting back</li> <li>• Begin to add three small numbers by spotting bonds to 10 or doubles (1-6)</li> </ul>
<p><b>Science - The World</b></p>	<p style="text-align: center;"><u><b>The World:</b></u></p> <ul style="list-style-type: none"> <li>❖ <i>Talks about why things happen and how things work. Children know about similarities and differences in relation to living things</i></li> <li>    ❖ <i>They make observations of animals</i></li> <li>    ❖ <i>Shows care and concern for living things</i></li> <li>    ❖ <i>Looks closely at similarities, differences, patterns and change</i></li> <li>    ❖ <i>Developing an understanding of growth, decay and changes over time</i></li> </ul> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Our body</li> <li>• How can I be healthy? <i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</i></li> <li>• Senses</li> <li>• Making bread - link with Literacy (The Little Red Hen) + Health and Self-Care</li> <li>• Seasonal change</li> </ul>
<p><b>Computing - Technology</b></p>	<p style="text-align: center;"><u><b>Technology:</b></u></p> <ul style="list-style-type: none"> <li>    ❖ <i>Completes a simple program on a computer.</i></li> <li>    ❖ <i>Uses ICT hardware to interact with age-appropriate computer software</i></li> <li>❖ <i>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</i></li> </ul> <ul style="list-style-type: none"> <li>• YR1s - Espresso - Coding</li> <li>• Espresso Phonics - To develop and build on phonics skills</li> <li>• Espresso - Understanding the World - Link with topic! Video clips and activities: Our Body, Harvest, Autumn, Pets etc.</li> <li>• My World</li> <li>• iPads</li> <li>• 2simple Collection - 2paint + Revelation Natural Art - linked to topics</li> <li>• MathBase - To develop and build on skills in maths (YR1s)</li> <li>• Letters and Sounds Interactive Activities - To support Phonics</li> <li>• Listening centre - Link with Literacy and Communication and Language - Music &amp; Stories</li> </ul>
<p><b>Humanities - People and Communities and The World</b></p>	<p style="text-align: center;"><u><b>People and Communities:</b></u></p> <ul style="list-style-type: none"> <li>❖ <i>Children talk about past and present events in their own lives and in the lives of family members</i></li> <li>    ❖ <i>Knows some of the things that make them unique</i></li> </ul> <p style="text-align: center;"><u><b>The World:</b></u></p> <ul style="list-style-type: none"> <li>    ❖ <i>Children know about similarities and differences in relation to places and objects</i></li> <li>    ❖ <i>Developing an understanding of growth, decay and changes over time</i></li> <li>    ❖ <i>They talk about the features of their own immediate environment and how environments might vary from one another</i></li> </ul> <ul style="list-style-type: none"> <li>• Changes within living memory - from baby to now</li> <li>• Discussions about past events and experiences</li> <li>• Toys - old and new</li> <li>• Who was Guy Fawkes?</li> <li>• Remembrance Sunday - why do we wear poppies?</li> <li>• Where do we live? Explore maps!</li> <li>• Local walk of Seend - compare with where Handa lives from Handa's Surprise</li> <li>• Observations of the environment - seasonal change - link with science / The World</li> </ul>
<p><b>Art &amp; DT -</b></p>	<p style="text-align: center;"><u><b>Exploring and Using Media and Materials:</b></u></p> <ul style="list-style-type: none"> <li>    ❖ <i>Explores colour and how colours can be changed</i></li> </ul>

Expressive Arts and Design	<ul style="list-style-type: none"> <li>❖ <i>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</i> <ul style="list-style-type: none"> <li>❖ <i>Manipulates materials to achieve a planned effect</i></li> </ul> </li> <li><u><i>Moving and Handling:</i></u> <ul style="list-style-type: none"> <li>❖ <i>Draws lines and circles using gross motor movements</i></li> </ul> </li> <li>❖ <i>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</i> <ul style="list-style-type: none"> <li>❖ <i>Uses simple tools to effect changes to materials</i></li> </ul> </li> <li><u><i>Being Imaginative:</i></u> <ul style="list-style-type: none"> <li>❖ <i>They represent their own ideas, thoughts and feelings through design and technology and art</i> <ul style="list-style-type: none"> <li>❖ <i>Create simple representations of events, people and objects</i></li> </ul> </li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Self-portraits - <i>Knows some of the things that make them unique</i></li> <li>• Hand Prints to be used for friendship pledge - link with PSED</li> <li>• Autumnal scenes - paint</li> <li>• Leaf printing/rubbings</li> <li>• Junk modelling</li> <li>• Collage - fruit and veg pictures - link with Health and Self-Care</li> <li>• Colours - What happens if I mix these 2 colours?</li> <li>• Chalk - firework pictures (black paper)</li> <li>• Create a poppy</li> <li>• Christmas cards &amp; crafts</li> <li>• Salt dough fruit and vegetables - Harvest</li> </ul>
R.E. - People and Communities	<p style="text-align: center;"><u><i>People and Communities:</i></u></p> <ul style="list-style-type: none"> <li>❖ <i>They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></li> </ul> <p><i>Discovery R.E. Scheme followed weekly:</i></p> <p><b>Term 1:</b>  <b>Theme:</b> Special People  <b>Key Question:</b> What makes people special?  <b>Religions:</b> Christianity, Judaism</p> <p><b>Term 2:</b>  <b>Theme:</b> Christmas  <b>Key Question:</b> What is Christmas?  <b>Religion:</b> Christianity  <b>Christian concept:</b> Incarnation</p>
P.E. - Physical Development	<p style="text-align: center;"><u><i>Moving and Handling:</i></u></p> <ul style="list-style-type: none"> <li>❖ <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> <ul style="list-style-type: none"> <li>❖ <i>They handle equipment and tools effectively</i></li> </ul> </li> </ul> <p style="text-align: center;"><u><i>Health and self-care:</i></u></p> <ul style="list-style-type: none"> <li>❖ <i>Children know the importance for good health of physical exercise</i></li> </ul> <ul style="list-style-type: none"> <li>• 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></li> <li>• Fine motor skills developed by providing different Explore Time activities i.e. threading beads onto string</li> <li>• Dressing up area and changing for PE- <i>Manages own personal needs successfully, including dressing.</i></li> <li>• P.E. Expectations and safety rules - Talk about ways to stay safe.</li> <li>• Spatial awareness/moving safely</li> <li>• Explore our bodies and the different ways we can move</li> <li>• Ball skills</li> <li>• Team games</li> <li>• Simon says... link with body parts</li> </ul>
Music - Expressive Arts and	<p style="text-align: center;"><u><i>Exploring and Using Media and Materials:</i></u></p> <ul style="list-style-type: none"> <li>❖ <i>Children sing songs, make music and dance, and experiment with ways of changing them</i></li> </ul> <p style="text-align: center;"><u><i>Being Imaginative:</i></u></p> <ul style="list-style-type: none"> <li>❖ <i>They represent their own ideas, thoughts and feelings through music and dance</i></li> </ul>

<p><b>Design</b></p>	<p><b>Taught predominantly through singing with Mrs Schonfeld:</b></p> <ul style="list-style-type: none"> <li>• Rhythm, speed, volume of voice, call and response, use of actions.</li> <li>• Listening centre - music and stories to support our topic</li> <li>• Nursery rhymes</li> <li>• Explore instruments</li> </ul>	
<p><b>P.S.H.C.E - Personal, Social &amp; Emotional Development</b></p>	<p><b><u>Managing Feelings and Behaviour:</u></b></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"> <li>• Golden rules</li> <li>• School values</li> <li>• Mindsets - How can I have a Growth Mindset? Who are Mindi and Teezle?</li> <li>• DOJOS - Class Reward System</li> <li>• Sun, Cloud &amp; Lightening Cloud - Behaviour Management System</li> <li>• Bonfire Night Safety</li> <li>• Friendship Promise!</li> </ul>	<p><b><i>P.S.H.C.E Scheme followed weekly - Jigsaw:</i></b></p> <p><b>Term 1: Being Me In My World</b></p> <ol style="list-style-type: none"> <li>1. Who me?</li> <li>2. How Am I Feeling Today?</li> <li>3. Being At School</li> <li>4. Gentle Hands</li> <li>5. Our Rights</li> <li>6. Our Responsibilities</li> </ol> <p><b>Term 2: Celebrating Difference</b></p> <ol style="list-style-type: none"> <li>1. What Am I Good At</li> <li>2. I'm Special, I'm Me!</li> <li>3. Families</li> <li>4. Houses and Homes</li> <li>5. Making Friends</li> <li>6. Standing Up For Yourself</li> </ol>