

Holly Class: Term 1&2 – Year A & B

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 • '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 • I am a Top Talker! Encourage speaking in full sentences • Encourage child initiated mark making / writing <p><u>Reading and Writing:</u> 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><u>Focus Texts:</u></p> <ul style="list-style-type: none"> • After the Storm, The Little Red Hen (Harvest), Handa's Surprise, Elmer, We're Going on a Bear Hunt
Maths - Number and Shape, Space & Measure	<p><u>Number</u></p> <p><i>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 • Recognise that different coins have different values
Science - The World	<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? <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> • 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"> ❖ <i>Completes a simple program on a computer.</i> ❖ <i>Uses ICT hardware to interact with age-appropriate computer software</i> ❖ <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> <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"> ❖ <i>Children talk about past and present events in their own lives and in the lives of family members</i> <ul style="list-style-type: none"> ❖ <i>Knows some of the things that make them unique</i> <p style="text-align: center;"><u>The World:</u></p> <ul style="list-style-type: none"> ❖ <i>Children know about similarities and differences in relation to places and objects</i> <ul style="list-style-type: none"> ❖ <i>Developing an understanding of growth, decay and changes over time</i> ❖ <i>They talk about the features of their own immediate environment and how environments might vary from one another</i> <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 (to check if this is possible) - 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"> ❖ <i>Explores colour and how colours can be changed</i> ❖ <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"> ❖ <i>Manipulates materials to achieve a planned effect</i> <p style="text-align: center;"><u>Moving and Handling:</u></p> <ul style="list-style-type: none"> ❖ <i>Draws lines and circles using gross motor movements</i> ❖ <i>Uses one-handed tools and equipment, e.g. makes snips in paper with scissors</i> <ul style="list-style-type: none"> ❖ <i>Uses simple tools to effect changes to materials</i> <p style="text-align: center;"><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> ❖ <i>They represent their own ideas, thoughts and feelings through design and technology and art</i> <ul style="list-style-type: none"> ❖ <i>Create simple representations of events, people and objects</i> <ul style="list-style-type: none"> • Self-portraits - <i>Knows some of the things that make them unique</i> • 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 • Christmas cards & crafts • Salt dough fruit and vegetables - Harvest

Holly Class: Term 1&2 – Year A & B

R.E. – People and Communities	<p style="text-align: center;"><u>People and Communities:</u></p> <p style="text-align: center;">❖ <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.E. – Physical Development	<p style="text-align: center;"><u>Moving and Handling:</u></p> <p style="text-align: center;">❖ <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 	
Music – Expressive Arts and Design	<p style="text-align: center;"><u>Exploring and Using Media and Materials:</u></p> <p style="text-align: center;">❖ <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 style="text-align: center;">❖ <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.S.H.C.E – Personal, Social & Emotional Development	<p><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 	<ul style="list-style-type: none"> *Feeling safe *Reconnecting with friends and staff/ making new relationships *Hygiene and handwashing <p>P.S.H.C.E Scheme followed weekly – Jigsaw: 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

	<ul style="list-style-type: none">• 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>Term 2: Celebrating Difference</p> <ol style="list-style-type: none">1. What Am I Good At2. I'm Special, I'm Me!3. Families4. Houses and Homes5. Making Friends6. Standing Up For Yourself
--	--	---