

Personal, Social and Emotional

- Use specific books, story times and props to support awareness of a range of emotions.
- Build warm, supportive relationships with children which also have clear boundaries.
- Discuss our class and school rules, explain why we have them and display them. Children to learn them through direct teaching, modelling and praise.
- Highlight exemplary behaviour – narrating what has happened.
- Meet people from their school community and wider community.
- Begin to take on responsibilities in the classroom.
- Plan time to share information about themselves, their families and interests.
- When thinking about people in our school community and local community ensure that children are shown people from a range of ethnicities and abilities which are also not gender stereotyped.
- Set out resources clearly, introducing tools and materials that children can use independently.

Communication and Language

- Use books and props to help children learn about feelings especially when starting school. Model and support children by suggesting words to describe their feelings.
- Comment on interests and activities, echo back to children what they have said adding new vocabulary and with corrected pronunciation and tense if necessary.
- Extend vocabulary, explaining unfamiliar words and concepts and make sure children understand through stories, activities, guided learning and direct teaching. Use books that introduce new vocabulary connected to themes and interests.
- Plan time for regular conversations and discussions (circle times) and as opportunities arise throughout the day.
- Model talking about what is happening and what you are observing and thinking.
- Use picture books everyday to encourage extended conversations with comments and questions.
- Daily dialogic story time and sharing of core books, rhymes and poems.
- Opportunities for storytelling inside and outside using props and puppets.
- Indoor and outdoor role play and small world activities relating to themes and interests.
- Use open ended questioning during play and guided learning.

Physical Development

- Provide a wide range of opportunities in the outdoor environment to build GMS skills including waving flags and streamers and large scale mark making.
- PE lesson: Gymnastics – Travelling in different ways on feet.
- Support children to build independence with outdoor activities such as scooting and bike riding.
- Encourage, model and praise skills needed to do things independently such as putting on coats and washing hands.
- Discuss and support hand washing in relation to snack time, lunch time and keeping well.
- Provide a range of mark making tools and materials to explore such as playdough, sand and water.

Understanding the World

- Dedicated talk time to discuss family and people who are familiar to them, share photos and look at similarities and differences positively.
- Encourage children to talk about their immediate family and wider family such as grandparents and begin to think about their family's unique history. Invite family members to come in to talk to the class.
- Have visitors from the school community and local community with a range of different occupations.
- Talk about occupations they might like to do, share books and stories about them and set up activities around them such as small world and role play.
- When exploring families, occupations and communities ensure that children see diversity through resources that show differences in ethnicity, religion, gender and ability, reflective of our society.
- Children will be welcomed to talk about the differences they notice and be answered in a positive and straight forward manner.
- Explore and interact with appropriate apps and games on IWB and tablets to understand how they can make things happen on the screen.

Theme: Ourselves, Our Family and Community



Child Centred Focus: All about me!

Literacy

- Ensure regular singing and rhyme time. Have a class rhyme bag with props for children to remember core rhymes and songs.
- Daily dialogic reading at story time and sharing books regularly with children.
- Ensure enticing reading areas to share books in with high quality books and have books in themed and learning areas such as role play areas.
- Explore favourite books through linked activities such as dressing up and small world activities.
- Explain new vocabulary through stories and books and provide opportunities to embed new words.
- Ensure children are ready for mark making by encouraging a wide range of physical skills through indoor and outdoor GMS and FMS activities.
- Provide a wide range of stimulating equipment to encourage mark making.
- Point out print in the environment in a variety of contexts e.g. books, menus, lists, guides, newspapers etc. Model reading text to show its meaning and purpose.
- Direct teaching of daily phonics sessions based upon Little Wandle scheme and phonic stage of children.
- Independent opportunities will be provided to practise and embed phonic skills.
- Fiction texts: Selected starting school books and books about families including Owl Babies, Monkey Puzzle and Titch.
- Non-fiction texts based upon belonging to our family, school and wider community.
- Poems: Nursery rhyme focus

Expressive Art and Design

- Provide children with instruments and with found objects particularly in the outdoor environment to explore sound making.
- Regular rhyme and singing time.
- Music lessons with Mrs Clark.
- Link making and exploring sound makers and their voices to phonics learning.
- Indoor and outdoor role play and small world activities.
- Encourage pretend play by modelling and sensitively joining in and making suggestions to extend and develop play.
- Provide a range of materials for children to explore and manipulate.
- Stimulate interest in model making by providing a range of found materials and appropriate joining materials such as glue and tape. Show how to use these.
- Provide a wide range of stimulating equipment to encourage mark making.
- Make marks intentionally to create pictures of themselves and their families.

RE

- Discovery RE syllabus – Theme 'Special People'
- Please see programmes for lessons and activities
- Children will think about the people that are special to them and learn that Jesus is a special person to Christians.
- Discovery RE enquiry on 'What makes people special?' will be linked to learning about ourselves and our families.
- Children will learn about the different ways Diwali is celebrated through a range of different activities.

Mathematics

- Develop the key skills of counting through direct teaching, guided learning, daily routines, singing, rhymes, games and opportunities as they arise throughout the day. Point out small amounts often e.g. 2 apples, 3 pencils.
- 'Essential foundations for counting' will be used to source activities and guide teaching, particularly in the area of subitising.
- When counting objects, repeat the final number so children know that this number is the amount.
- Provide a range of inset puzzles.
- Free play and activities with natural items, blocks, shapes, shape sorters and shape puzzles.
- Teach 2D (and 3D) mathematical vocabulary through direct teaching and guided learning with games, sorting, building, making etc.

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward learn about our focus Christian value 'Thankfulness' as well as other Christian values and how to express them.
- Adults will model Christian values in their building of caring and supportive relationships with children and their families.
- Listen to the school prayer and a lunch-time prayer and see how we pray.
- Listen during collective worship.
- Through our RE syllabus and collective worship times listen to stories about Jesus.
- Join in the Harvest Festival if ready to.

British Values

- Through RE and PSED children will be learning how we are all special for different reasons.
- By having visitors with roles in the local community children will learn to respect those who help us.
- As we learn and remember our class and school rules children will be learning right from wrong and will be guided to connect these to our community.

Wider Opportunities

- Visits from family members, role models in the school and wider community.
- Visit to church for the Harvest Festival

Home Links

- Library books sent home weekly to be shared.
- Pictures and photos of children and their families to share in class.
- Use of class dojo to share learning and successes.
- Learning links on school website.

CofEL

- A well organised environment will enable children to access resources easily.
- Whilst getting to know their new environment and class children will gradually be taught how to use different resources, tools and materials so they can use these resources with growing independence.
- Independence in choices will be praised.
- By learning about individuals and their families we will encourage children to share their interests and plan activities and resources for them to further explore these.