

Topic: Me, myself and I

Year group: F

Term: Aut 1

<p><b>Starting point:</b> To become familiar with the school values and expectations of school life. To become a confident member of the school community.</p> <p><b>MOTIVATION:</b> <b>Hook(s)</b> -The Value dragons Art afternoon with parents - Growth Mind Set activity - Creating an Autumn Image.</p>	<p><b>School Values:</b></p> <ul style="list-style-type: none"> <li>• Teamwork Trio</li> <li>• Challenge Charlie</li> <li>• Independent Isaac</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>• The rule of law</li> <li>• Democracy</li> <li>• Individual liberty</li> </ul>		<p><b>Subject areas:</b></p> <p><b>Personal, social and emotional;</b> Self-confidence and awareness Managing feelings and behaviour Making relationships</p> <p><b>Communication and Language;</b> Speaking, Listening and attention, Understanding</p> <p><b>Physical;</b> Health and self-care Moving and handling</p> <p><b>English;</b> Writing, Reading</p> <p><b>Mathematics;</b> Number, Shape, space and measure</p> <p><b>Understanding of the World;</b> People and communities The World, Technology</p> <p><b>Expressive arts and design;</b> Exploring and using materials Being imaginative</p>	
<p><b>What the children want to know:</b> All about the dragons. How they are special, why they are important to us. How we can show that we understand the values.</p>	<p><b>Multicultural/Community cohesion</b> Valuing others' food choices etc Encourage national dress</p>			
<p><b>End product:</b> Parent and child art afternoon.</p>	<p><b>R.E. (See unit plan)</b> Special stories - Hindus</p>	<p><b>SEAL/PSHE/Citizenship</b> Getting to know others School rules New beginnings</p>	<p><b>PE/Dance:</b> (See unit plan) Dance - reception 1 'Follow my feet'</p>	<p><b>Music:</b> (JG unit plans) Learning and singing simple songs</p>

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**VALUES** - How/when will these be taught?

**The Teamwork Twins - Sharing and Support** - making new friends, working in groups, sharing resources, helping each other, working together, deciding party games and food.

**The Trusty Trio** - Finding their way around school, learning and following rules, meeting new adults, walking to shop.

**Inspector I** - Children to take responsibility for their belongings and self-care.

**British Values**

- **The rule of law** - following our class rules and making good choices.
- **Democracy** - working as part of a class/group.
- **Individual liberty** - choosing our resources for our learning.

## Curriculum Coverage (learning objectives)

### **Personal, Social and Emotional Development;**

#### *Self-confidence and self-awareness*

Shows an interest in classroom activities through observation and participation

Continues to be interested, motivated and excited to learn. Maintains attention and concentrates.

Has developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others

#### *Managing feelings and behaviour*

Takes turns and shares with adult support

Works as part of a group or class, taking turns and sharing fairly. Understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously.

#### *Making relationships*

To work as a group

Builds relationships through gesture and talk.

## **Communication and Language**

### *Listening and attention*

Listens and responds

### *Speaking*

Initiates communication with others, displaying greater confidence in more informal contexts

Talks activities through, reflecting on modifying actions.

### *Understanding*

Talks activities through, reflecting on modifying actions.

## **English**

### *Writing*

Experiments with mark making, sometimes ascribing meaning to the marks.

Uses some clearly identifiable letters to communicate meaning.

Represents some sounds correctly in writing

Writes own name and other words from memory.

### *Reading*

Can hear rhyme and continue a rhyming string.

Can say and hear initial sounds in words.

Recognises own name and familiar words.

Enjoys an increasing range of books.

## **Maths**

### *Number*

To recite number names and count one to one.

To know number songs and rhymes.

To become familiar with different Maths equipment.

To recognise Numicon shapes and colours.

To order Numicon shapes.

To use language linked to Numicon.

### *Shape, space and measure*

Begin to talk about the shapes of everyday objects - round/ tall.

To use everyday language related to money.

## **Physical Development**

### *Moving and handling*

Hold a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.

Attempts writing for a variety of purposes, using features of different forms.

Demonstrates fine motor control and co-ordination

### *Health and self-care*

Understand that equipment and tools need to be used safely.

Can dress and undress independently.

Stay clean and dry throughout the day.

Shows regards to good practise - eating, sleeping, hygiene.

## **Understanding the World;**

### *People and communities*

Identifies simple features and significant personal events.

Talks about significant people and events in their own lives.  
Knows some of the things that make them unique.  
Can talk about similarities and differences in relation to friends and family.

### *The World*

Shows care and concern for environment (school environment).

### *Technology*

Knows how to operate simple equipment.

Select technology for a particular purpose.

## **Expressive Arts and Design**

### *Exploring and using media and materials*

Tries to capture experiences using a variety of different media

Observes, selects and manipulates objects and materials

Selects appropriate resources.

### *Being imaginative*

Creates simple representations of events, people and objects and engages in music making.

Sings simple songs from memory.

Introduces story lines to their narrative play.

Learning journey:

- Children settle into school routines and then introduce hook 1 (week 3).
- Introduce T4W story - 'Come along Daisy'. Additional text - 'Monkey Puzzle' and discuss children's own lives and families.
- Draw a picture of a special person and say why they are special. Talk about special events and things that make us happy and sad.
- Describe the special person and say why they are special. Discuss new friends.
- Talk about what we are good at.
- Use our senses to describe fruit.
- Talk about how the children have settled - discuss how it would be nice to share this with our parents. They would be happy to see us happy at school.
- Children to begin planning activities for our sharing afternoon.
- Parent and child sharing afternoon.

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Date	Literacy W, R	Mathematics N, SSM	UW	PSHE/ C and L	Physical PD	Arts EA and Design
Week 1 Staggered entry/ baseline	Baseline	Baseline				Chn to create class animal pictures.
Week 2 Baseline	Baseline	Baseline		Class rules Circle time skills How to play games Tidying up Getting to know adults and children	Getting changed	
Week 3 Homework (family poster to tell their story of their family - things they like to do/ brothers, sisters etc.) and hook 1	Introduce Come along Daisy/Monkey Puzzle Role-play/ sequence story Draw favourite part of story This is Me - recorded Read stories - Large family/ Owl Babies Name recognition and writing Phase 1 Phonics	Introduce fact of the week - individual numbers. Introduce Numicon as counting apparatus. Chn to find piece to match their age Play variety of games to familiarise themselves with Numicon.	Name body parts. Draw around child and label body parts. Compare self to others. Explore basic computer programmes.	Class rules People/ objects who are special.	Getting changed. Hand washing Toileting Hand gym Games with Mr Evans	Self-portraits - basic painting skills e.g. washing brush) Role-play Music with Mrs Gollledge.
Week 4	Draw a picture of someone special, write their name and talk about them. Rhyming games. Name writing and recognition. Phase 1 Phonics.	Recognise Numicon by colour and shape. Play variety of games to familiarise themselves with Numicon. Begin to order Numicon.	Logging on to computers. Discuss what we do as a family.	Special events during circle time. Discuss their bedtime story for the week. Use talk partners. Things that make us happy/ sad.	Getting changed. Hand washing Toileting Hand gym Games with Mr Evans	Painting family - basic painting skills e.g. washing brush) Role-play Music with Mrs Gollledge.

Week 5	Describe special person and compare themselves. Phase 2 Phonics - satp Rhyming games Name recognition and writing Guided reading	Order Numicon Match amounts to Numicon shapes Begin to look at number recognition.	Logging on Senses - fruit and messy play (cornflour/ shaving foam) People who help us	People who keep us safe What am I good at? Share bedtime stories. New friends we have made.	Getting changed. Hand washing Toileting Hand gym Games with Mr Evans	Painting monkey picture - basic painting skills e.g. washing brush) Role-play Music with Mrs Golledge.
Week 6	Chn to decide on activities for our sharing afternoon. Phonics - inmd	Count out sweets for biscuits Count out food for plates - match to Numicon Go shopping - look at money.	Go shopping Biscuit decorating Party hats Filming performances for party on ipad.	Chn to plan what makes a good party.	Handwashing Aprons High vis jackets Safety of going to shops. Toileting Hand gym Games with Mr Evans	Plan creative activities for sharing afternoon. Role-play Music with Mrs Golledge.
Week 7 Parent and child sharing afternoon	Sharing afternoon with parents Phase 2 - gock	Count out sweets for biscuits Count out food for plates - match to Numicon	Party	People who keep us safe What we have enjoyed New friends Topic reviews	Getting changed. Hand washing Toileting Hand gym Games with Mr Evans	Sharing afternoon. Role-play Music with Mrs Golledge.