



Key knowledge

During this topic, children will have the opportunity to talk about themselves and get to know other children in their class. They will become familiar with their new school and the people that work there. They will share what their families are like and where in the world they have come from.

- I know where I come from.
- I can talk about myself and my friends.
- I can recognise people from my school.
- I know different people have different types of families and come from different countries.

Prime Areas

Communication & Language

This term children will develop their listening skills in Phonics, exploring high and low sounds and go on sound walks. They will learn number rhymes and songs to help them with their daily routines. They will begin to use Tales Toolkit for storytelling. They will use the home corner for role play, using vocabulary based on their previous experiences as well as introducing a storyline to their play.

Can you pretend to be somebody in your family? What would they say?

Physical Development

The children will complete a variety of activities to develop their fine motor skills in preparation for writing such as: tweezers, threading, scissors and playdough. Children will spend time experimenting with different ways of moving, playing ball games and spending time in the outside area. This term's PE sessions will be movements and actions to music. We will also focus on the importance of good oral hygiene and discuss how to keep our teeth healthy.

Can you move your body in time to the music? How can we keep our teeth healthy?

Personal, Social and Emotional Development

The theme for this term is Me and My Relationships. The children will be exploring what makes them special, the special people in their lives and who can help them if needed. The children will begin to discuss different emotions and how their behaviour can impact on others' feelings.

What is your favourite thing to do? Why? Who is special to you? How do they help you?

Key vocabulary

Subitise – to identify the number of things that are there by looking at it, and not counting. (for example, dice patterns, fingers etc)

Senses - touch, smell, sight, hearing and taste.

Bigger, smaller, longer, shorter, heavier, lighter, more full, less full

Numbers 1-10

Family – Mummy, Daddy, baby, brother, sister, grandparents, cousin, aunt, uncle.

We're Going on a Bear Hunt- over, under, through, beautiful, grass, river, mud, snowstorm, cave

Feelings- happy, sad, angry, worried

Specific Areas

Reading

Children will listen to and join in with stories with repetitive phrases and rhyming words such as: Incy Wincy Spider and Humpty Dumpty, We're Going on a Bear Hunt and Goldilocks and the Three Bears. They will begin to pick up the story language such as 'Once upon a time,' and 'The end.'

What is your favourite book and why? Can you join in with parts?

Writing

A variety of mark making tools such as pens, pencils, paintbrushes and chalks will be available for the children to mark make with. The children will develop their name writing and begin to make and label pictures. Children will be learning to give meaning to the marks that they are making.

Can you tell me what this mark means? Can you write your name? Can you write what begins with?

Expressive Arts & Design

We will explore the similarities and differences we have through self-portraits and pictures of our family. The children will explore music, movement, texture and colour through the activities in the classroom.

What is your favourite song? Why have you chosen that colour for your picture? What shapes do you need to make a face?



Ourselves and Our Class

Understanding of the World

The children will be exploring their 5 senses. They will be thinking about similarities and differences between them, their friends, and their family members. They will discuss what parents do for jobs and where in the world they have come from. They will explore the different job roles found in school.

How is different to you? What makes you unique?

Maths

The children will be taking part in daily counting sessions to develop their accurate counting. They will be learning to recognise their numbers 1-10 and begin to partition them, using different visual representations (subitising.) The children will be ordering objects by height, weight and capacity and begin to explore simple pattern.

How many fingers am I holding up? How many spots are on this dice? What number is on that door

