



TOPIC TITLE: Families



Being a Part
of
GODS FAMILY

ENTRY POINT

As the children begin their Reception Year following the recent Coronavirus Pandemic, we will be talking about rules and routines, how to keep ourselves and our friends safe, and of course, doing lots of handwashing practice! We will take every opportunity through stories and discussions to address children's feelings and learn about labelling and managing emotions.

Our first topic will be 'Family'. We will talk about our own lives and families, find out about different families from around the world, and learn about how we are all part of God's family.

HOME LEARNING

You will receive a home learning activity every Friday to support the maths and phonics work you child is doing in school. We really encourage you to complete these activities with your child using the resources you were given in your welcome pack, as it will impact greatly on their understanding and progress. Your child will also have their reading book changed at least once a week. We encourage you to read for 10 minutes every night with your child to support their progress.

PARENT ENGAGEMENT

Our first new topic will be focused around

Here are a few activities that you could do at home with your child as we start the year...

- Look at a baby photo of your child with them and talk about how they have changed since they were a baby.
- Have fun with a camera and let your child interview members of the family!
- Draw and label a picture of your family or use photos to make a family tree
- Draw around or use paint to create a family hand or foot print picture.
- Can you make a funny fruit face, or a healthy pizza face!



The Big Idea: Love and Belonging

Key Texts:

The Creation Story
You Choose
Hug
Owl Babies
Handa's Surprise
The Enormous Turnip
Goldilocks and the Three Bears
The Gruffalo
Mr Gumpy's Outing
A Squash and a Squeeze
Stick Man
The Jolly Postman

Key Experiences:

Transition into school/new class
Visit to Saint Mary's Church – Experience Harvest
Number hunt walk around the estate (linked to houses and homes)
Visit from pets... (Covid 19 restrictions may prevent)
Visit to fire station – fireworks?
Christmas cinema trip

Celebrations: Harvest Festival, Diwali, Remembrance Service, Christmas Nativity/Mass, Celebration of Work Assemblies

RE Focus: Creation, Prayer Saints and Feasts, Advent, Christmas.

Using and Applying:

Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.
Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.
Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.
Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.



Prime Areas of the Early Years Foundation Stage Curriculum

Skills

Success Criteria

Personal, Social and Emotional Development:

To settle into the new environment
To become familiar with rules, routines and expectations
To be aware of boundaries set and behavioural expectations
To learn the names of others in the class
To develop friendships and play together
To instigate interaction with others
To show understanding of the needs of self and others
To facilitate own learning and participate in group learning
To find where things are and access resources independently
To be engaged and show high levels of involvement and curiosity
To take turns and share fairly with the support of an adult
To develop listening skills to develop relationships
To talk about own experiences
To talk positively about themselves
To show and respond to a range of emotions
To make their needs known to an adult
To develop self-regulation and self-control.

I am settled into my new class.
I can take turns, work collaboratively and have made good relationships with my peers.
I have developed trusting relationships with adults and can ask for what I need.
I can follow the rules, routines and behavioural expectations of the classroom and the school.

Communication and Language:

To listen carefully in a range of situations
To listen and respond to stories and experiences
To speak with confidence within familiar groups
To begin to ask questions
To initiate role play
To look at the person speaking to them

I can listen, attend and show understanding of what I have heard and seen.
I can ask questions about what I have heard and seen.
I can use language to re-create roles, set up imaginative play, explain what I am doing or what I need to develop relationships with peers.



<p>To sit quietly and calmly when appropriate</p> <p>To sing and learn rhymes</p> <p>To finish rhyming sentences with cues and prompts</p> <p>To use language to imagine and re-create roles in play</p> <p>To follow two step intrusions</p> <p>To re-tell parts of familiar stories.</p>	
<p>Physical Development:</p> <p>To balance travelling over, under, through, around and on large equipment</p> <p>To show awareness of space and of others when moving around</p> <p>To show control over large body movements</p> <p>To lift and carry objects of varying size and weight</p> <p>To use scissors to cut a straight or curved line</p> <p>To use tape and string to join materials</p> <p>To take responsibility and manage own personal hygiene</p> <p>To notice changes in our bodies when we exercise</p> <p>To develop a sense of healthy living</p>	<p>I can show developing control over large and small body movements, and with tools and equipment.</p> <p>I can show a sense of special awareness and hand-eye coordination.</p> <p>I can talk about ways to keep healthy and keep myself safe.</p>
Specific Areas of the Early Years Foundation Stage Curriculum	
<p>L:</p> <p>To make marks in a variety of contexts and talk about these</p> <p>To begin to form some letters correctly and write their name</p> <p>To develop an interest in books and stories</p> <p>To tell stories from memory or picture clues</p> <p>To make predictions in stories</p> <p>To ask relevant questions and make comments</p> <p>To orally segment and blend CVC words</p> <p>To segment CVC words to spell</p> <p>To know that information can be retrieved from books and computers.</p>	<p>I can write my name and form some letters I know correctly.</p> <p>I can read and write phonemes and graphemes taught from memory.</p> <p>I am beginning to spell words in a phonetically plausible way.</p> <p>I am beginning to recognise some tricky words on sight.</p> <p>I am interested in books, can talk about what I have read, ask questions and make comments and predictions.</p>



M: To count reliably from 0-10 (20) forwards and backwards To recognise some numerals and begin to form these correctly To experiment with different strategies when counting/sorting/measuring To begin to recognise one more and one less than a given number To begin to familiarise self with different mathematical resources To begin to use the language of heavier/lighter and longer/shorter to compare To name and talk about some familiar 2D shapes To use shapes and blocks to build and create pictures To continue and make own repeating patterns To use the language of money in role play.	I am developing my counting skills, and count reliably using 1:1 matching to 10 (20) forwards and backwards. I am beginning to know one more or one less and sequence numbers correctly. I can write some numerals correctly from memory. I am developing the language I need to talk about measurement and shape. I am beginning to use my reasoning skills to solve problems. I am beginning to use maths language in my free learning.
UW: To look at similarities and difference in the environment To recognise changes in the local environment and observe seasonal changes To participate in the Harvest Festival To ask questions about what they see To know about similarities and differences in communities and cultures, and talk about traditions. To use programmable toys i.e. Bee-bots To use technology in class to support their learning	I can talk about changes, similarities and differences in the environment. I can talk about similarities and differences in different communities and cultures. I can comment on traditions and personal experiences. I can use technology to support my learning.
EAD: To experiment with music making and sounds To move to music showing an awareness of rhythm and beat To use a variety of media and techniques to represent experiences	I enjoy music, singing, dancing and exploring sounds and instruments. I can explore and use a variety of materials, mediums and tools to create artwork.



To use imagination and think creatively
To experiment with colour and textures
To manipulate malleable materials through pinching, squeezing and rolling
To join materials effectively
To explore pattern and shapes through artwork.
To take care of art materials, tools and resources.

I can plan and talk about what I want to create, and give reasons as to why I have chosen materials/colours/tools etc.
I can perform confidently in a small group.

Characteristics of Effective Learning:

Listening to each other
Managing distractions and developing concentration
Asking questions
Noticing patterns and links
Think about what you are learning
Finding another way
Developing resilience and perseverance
Developing self-esteem and self-confidence
Being imaginative