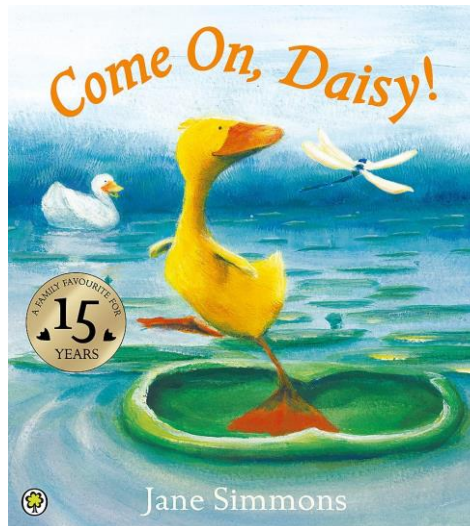
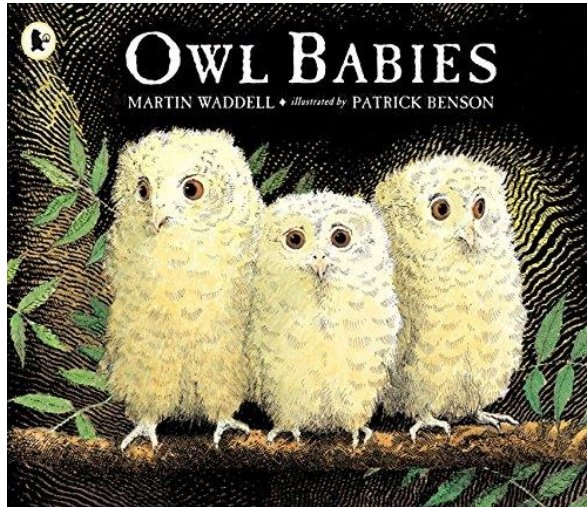




TOPIC TITLE: Lost and Found



ENTRY POINT

As the children start their first year of school, we will focus on stories where we can talk about and discuss our emotions and feelings.

Our first text will be the story 'Owl Babies'. We will have an owl visiting the Foundation Unit in order to find out all about these beautiful creatures!

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

- Go bird watching in your local park
- Make a bird feeder for your garden
- Find out about nocturnal animals
- Make a picture of an owl using feathers



The Big Idea: PSED – Emotions and Feelings

Key Texts:

Owl Babies
Come On, Daisy!
Handa's Surprise
The Creation Story
How are you feeling today?
The Gruffalo
The Jolly Postman

Key Experiences:

Transition into school/new class
Birds of prey show – owls
Local library visit – story session
Visit from policeman
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
To sit quietly and calmly when appropriate

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 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>



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



<p>To experiment with colour and textures</p> <p>To manipulate malleable materials through pinching, squeezing and rolling</p> <p>To join materials effectively</p> <p>To explore pattern and shapes through artwork.</p> <p>To take care of art materials, tools and resources.</p>	<p>as to why I have chosen materials/colours/tools etc.</p> <p>I can perform confidently in a small group.</p>
<p>Characteristics of Effective Learning:</p> <p>Listening to each other</p> <p>Managing distractions and developing concentration</p> <p>Asking questions</p> <p>Noticing patterns and links</p> <p>Think about what you are learning</p> <p>Finding another way</p> <p>Developing resilience and perseverance</p> <p>Developing self-esteem and self-confidence</p> <p>Being imaginative</p>	