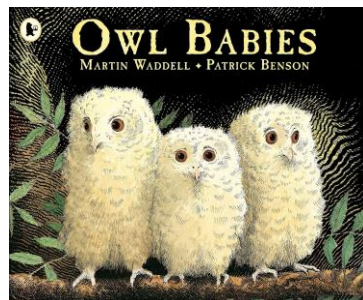
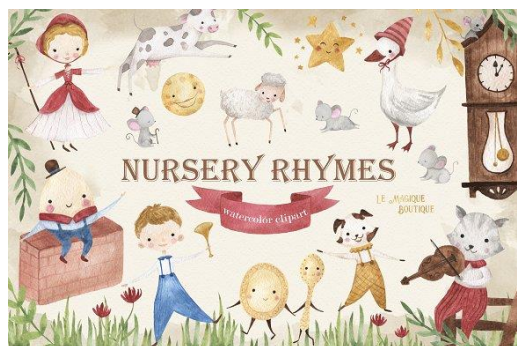


TOPIC TITLE: Families



ENTRY POINT

As the children begin their Reception Year, we will be talking about rules and routines, and how to keep ourselves and our friends safe. We will take every opportunity through stories and discussions to address children's feelings and learn about labelling and managing emotions.

We will start the Autumn Term by learning lots of nursery rhymes through our key text 'Hello Mother Goose'. Our first topic will be 'Families'. We will begin the term getting to know each other. We will talk about our own lives and families and find out about different families from around the world. We will learn about how we are all part of God's family and a part of the Our Lady's School family. After the half term, we will continue the theme of 'families' through stories including 'Owl Babies' and 'Peace at Last.' We will celebrate key times of the year including Harvest Festival, Diwali, Firework Night and of course, Advent through our Nativity Performance!

HOME LEARNING

Your child will have their reading book changed twice a week. You will first receive a 'share at home' storybook while your child learns some sounds through our Read, Write, Inc Phonics Programme. Your child will then quickly start bringing home a sound blending book. We encourage you to read for 5-10 minutes every night with your child to support their progress.

You will also receive a home learning activity every Friday to support the maths and phonics work your child is doing in school. We really encourage you to complete these activities with your child as it will impact greatly on their understanding and progress in school.

Additional Extras!

Our first new topic will be focused around 'families'. 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!



Key Texts	Key Experiences
Our Class is a Family Super Duper Me! The Colour Monster The Creation Story Dear Mother Goose The Gruffalo The Enormous Turnip Handa's Surprise Owl Babies Peace at Last! The Jolly Postman	Transition into school/new class stay and play sessions Visit to Saint Mary's Church – Experience Harvest Visit from Exmoor Zoo owl (TBC) Visit to fire station – fireworks (TBC) Nativity at Saint Mary's Church Christmas cinema trip (TBC)

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

RE Focus: Belonging to God's family

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	I am settled into my new class. I have made good relationships with my peers. I have developed trusting relationships with adults and can ask for what I need. I can understand and follow the rules, routines and behavioural



<p>To develop friendships and play together</p> <p>To instigate interaction with others</p> <p>To show understanding of the needs of self and others</p> <p>To facilitate own learning and participate in group learning</p> <p>To find where things are and access resources independently</p> <p>To be engaged and show high levels of involvement and curiosity</p> <p>To take turns and share fairly with the support of an adult</p> <p>To develop listening skills to develop relationships</p> <p>To talk about own experiences</p> <p>To talk positively about themselves</p> <p>To show and respond to a range of emotions</p> <p>To make their needs known to an adult</p> <p>To develop self-regulation and self-control.</p>	<p>expectations of the classroom.</p> <p>I am starting to be able to negotiate, turn take and share without the support of an adult.</p> <p>I can say what I need and if I need help.</p> <p>I can say how I am feeling and am beginning to manage my feelings.</p>
<p>Communication and Language:</p> <p>To listen carefully in a range of situations</p> <p>To listen and respond to stories and experiences</p> <p>To speak with confidence within familiar groups</p> <p>To begin to ask questions</p> <p>To initiate role play</p> <p>To look at the person speaking to them</p> <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>I can listen and attend for a short period of time.</p> <p>I can show an understanding of what I have heard and seen.</p> <p>I can ask simple questions about what I have heard and seen.</p> <p>I can use language to re-create roles, set up imaginative play, and explain what I am doing.</p> <p>I am beginning to use a wider range of language and vocabulary associated with my experiences.</p> <p>I can follow simple, classroom instructions.</p> <p>I can re-tell a familiar story using story language and a story teller voice.</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>I can show developing control over large body movements.</p> <p>I can show a sense of special awareness and hand-eye coordination.</p> <p>I can show developing control in my fine motor skills.</p> <p>I can use a range of tools and equipment safely and with developing</p>



<ul style="list-style-type: none">To lift and carry objects of varying size and weightTo use scissors to cut a straight or curved lineTo use tape and string to join materialsTo take responsibility and manage own personal hygieneTo notice changes in our bodies when we exerciseTo develop a sense of healthy living	<ul style="list-style-type: none">control.I can talk about ways to keep healthy and keep myself safe.I can manage my own personal needs, such as toileting and handwashing, successfully and independently.
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Specific Areas of the Early Years Foundation Stage Curriculum

<p>Literacy:</p> <ul style="list-style-type: none">To make marks in a variety of contexts and talk about theseTo develop an effective pencil grip and control over the pencilTo begin to form some letters correctly and write their nameTo develop an interest in books and storiesTo tell stories from memory or picture cluesTo make predictions in storiesTo ask relevant questions and make commentsTo learn letters of the alphabet and the sounds they makeTo segment and blend CVC words to read and spellTo know that information can be retrieved from books and computers	<ul style="list-style-type: none">I can say the sound for the letters of the alphabet.I can read and write phonemes and graphemes taught from memory.I can write my name so that it is recognisableI can form some letters I know correctly.I am beginning to spell words in a phonetically plausible way.I am beginning to recognise some high frequency words on sight.I am interested in books, can talk about what I have read, ask questions and make comments and predictions.I am beginning to orally construct simple sentences.
<p>Maths:</p> <ul style="list-style-type: none">To count reliably from 0-10 (20) forwards and backwardsTo recognise some numerals and begin to form these correctlyTo experiment with different strategies when counting/sorting/measuringTo begin to recognise one more and one less than a given numberTo begin to familiarise self with different mathematical resourcesTo begin to use the language of heavier/lighter and longer/shorter to compareTo name and talk about some familiar 2D shapesTo use shapes and blocks to build and create picturesTo continue and make own repeating patternsTo use the language of money in role play.	<ul style="list-style-type: none">I am developing my counting skills, forwards and backwards through 10.I can count reliably using 1:1 matching to 10.I can link a numeral to its value.I am beginning to know one more or one less and sequence numbers correctly.I can subitise using representations to 5.I can recall some early number bonds to and within 5.I can write some numerals correctly.I am developing the language I need to talk about measurement and shape.I can copy, continue and create repeating patterns.I am beginning to use my reasoning skills to solve problems.I am beginning to use maths language in my free learning.



<p>Understanding the World:</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>Expressive Arts and Design:</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>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>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 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>	