



All About Me – Term 1

Southville Primary School

Reception

Theme: Conservation	Theme: Self-Expression	Theme: Invention/ Discovery	Theme: Movement	Theme: Community	Theme: Global Citizenship
Local Anchor Point		Visit/ Visitor	Key Person		Key Texts
Discovering the school grounds? Familiarising with the building.			Damien Hirst Yayoi Kusama Alma Thomas		Invisible String Our Class is my Family All about families - Usborne books. The Dot In every house on every street - Jess Hitchman. This is How We Do It Hidden Figures books
Diversity, Equity and Inclusion			Linked Learning		
Meeting individual families and finding out what makes them unique. (Home visits) Transition visits from preschool settings. Enhanced transitions. Black history month			Harvest Festival Halloween (last week)?		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Learning Focus	Fiction: Invisible String Focus: Children settling in.	Fiction: Our class is a family Focus: Children settling in. <i>Creating watercolour self-portraits.</i> <u>Baseline</u>	Fiction: All about families. & In every house in every street. Focus: Our families. <i>Creating watercolour self-portraits.</i> P.E - Skill: Exploring footwork. <i>Pictures of their families for show and tell.</i> <u>Baseline</u>	Fiction: This is how we do it. Focus: Our homes and how homes differ/the same. <i>Using junk to create our homes.</i> P.E - Skill: Footwork Jigsaw - Piece 2: How am I feeling today? <i>Make vegetable soup.</i> Parents workshops for Phonics/ Reading	Fiction: The Dot Focus: <i>Begin designing their own unique dot.</i> P.E - Skill: Footwork Jigsaw - Piece 3: Being at school.	Fiction: The Dot Focus: The artist Yayoi Kusama P.E - Skill: Exploring one leg balance Jigsaw - Piece 4: Gentle hands.	Non-Fiction: Hidden figures books / Happy in our Skin. Focus: Black history month Diversity egg experiment - Artist focus - Alma Thomas P.E. - Skill: One leg balance, Jigsaw - Piece 5: Our Rights <i>Local walk.</i>	Non-fiction: Diwali (Monday) Focus on Gross and Fine motor -squiggle -dough disco Art exhibition (date TBC Tuesday/Thursday) P.E. - Skill: One leg balance. Jigsaw - Piece 6: Our responsibilities. Little wandle Autumn 1 assessments. Other: Halloween - dress down friday. Enhanced provision.

Termly Learning Focus		Planning Links	Links to Birth to 5.
Characteristics of Learning	Playing and learning - - Finding out and exploring - Playing with what they know - Being willing to 'have a go'.	https://docs.google.com/presentation/d/1J-K99RVSu3pWRW4QagCldYYYUk2LBXN59R65mEirmUQ/edit?usp=drive_link	
Personal, Social and Emotional Development	• Class rules and expectations • Collaborative play • Circle times and games • What I like and dislike to play with in the environment • Getting to know familiar adults • Special photographs from home • Jigsaw - I understand how it feels to belong and that we are similar and different - I can start to recognise and manage my feelings. - I understand why it is good to be kind and use gentle hands. - I enjoy working with others to make school a good place to be. • The dot - being unique, growth mindset.	https://docs.google.com/document/d/1M5nAnw5FijIMzMa4xUNVp6AxMleYYvZ2lwUTHBeQdvl/edit?usp=drive_link (Jigsaw)	• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • Is proactive in seeking adult support and able to articulate their wants and needs. • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • Recognises that they belong to different communities and social groups and communicates freely about own. • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
Communication and Language	• Speaking and listening games • 'Bucket Time' - Attention circle times • Talking about myself, my family and families around the world. • Discussions about different homes and how these look in different places. • Circle times – my name is and I like..., what we are good at, my special photo • Helicopter stories • Talking tunes	https://docs.google.com/document/d/1WCcVdd22CVI7brzZ_Bp4lkrpiwzOb72jh72QukT3A7g/edit?usp=drive_link (Helicopter stories) https://drive.google.com/file/d/14-zvPhtGMwB8lEQStPEFBgzKU4Vjli72/view?usp=drive_link (Talking tunes)	• Listens and responds to ideas expressed by others in conversation or discussion • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
Physical Development	• Ring games • Parachute games • Scissor skills • Bikes and scooters • Using the playground and climbing equipment • Balancing • Real PE - Footwork: One leg balance. • Dough disco, squiggle while you wiggle, finger gym. • Fine and gross motor. • Pre-writing shapes.	https://app.realpe.co.uk/pe/year/0/unit/1a - Real PE.	• Shows a preference for a dominant hand. • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Describes a range of different food textures and tastes when cooking. • Eats a healthy range of foodstuffs and understands the need for variety in food.

			• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. • Shows understanding of how to transport and store equipment safely.
Literacy	• Writing our names • Rhyming, alliteration, blending games. • Pencil control tasks • Daily story times • Little Wandle Foundation for Phonics • Little Wandle Autumn 1 • Books related to Halloween - TBC • Diwali • Hidden figures. • Nursery rhymes.	https://docs.google.com/document/d/1IBArYgE8zVn-4YEuPruPCueCzeLbMOpa/edit?usp=drive_link&oid=107893001376337421081&rtpof=true&sd=true (Literacy/Topic)	• Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Begins to develop phonological and phonemic awareness - - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.
Mathematics – Number Sense	• NFER Baseline Assessments • Initial teacher assessments • Number Sense - spatial reasoning: construction and 3D shapes, subitising 1-2, subitising 1-3. • Number Blocks • Water play and exploration.	https://numbersensemaths.com/teacher-portal/eyns/stages/subitising	• Engages in subitising numbers to four and maybe five. • Estimates numbers of things, showing understanding of relative size. • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10-0. • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoint. • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.
Understanding the World	• Gardening club • RE – Diwali • Where does our food come from? (Soup) • Halloween • Black history month - hidden figures and artist focus. • What do our families look like? • What do our homes look like? How is this the same/different to homes around the world? Do your families live in different places around the world?		• Enjoys joining in with family customs and routines. • Talks about past and present events in their own life and in the lives of family members. • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Expressive Arts & Design	• Junk modelling - homes. • Self portraits • First day medals • Colour collage • Loose parts collage • Leaf rubbings • Vegetable printing • Learning simple songs • Making soup • Artwork for the Dot - Art gallery for parents • Black history month artwork focus.		• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.

Key vocab

I am... funny, kind, brave, resilient, observant, helpful, smart, confident, capable, creative, strong, curious, unique, proud, independent, engaged, persistent.