

### Communication and Language:

- Improve listening skills, to sit for stories, class discussions, and teaching sessions. Demonstrate understanding and retain key facts and new vocabulary.
- Begin to talk to adults, small groups and in front of the class.
- Share likes and dislikes, who's in their family, and talk about the people close to them. Discuss what makes them special and unique.
- Follow instructions, to make Healthy Fruit Salad
- Read and retell "Oliver's Vegetables" stories, using props.
- Read My Feelings Big Book and discuss feelings and own memories relating to these.
- Building vocabulary, eg body parts, bones and organs, fruits, feelings.

### Personal, Social and Emotional Development:

- Explore 'Golden rules' in the classroom—what they mean and how we can follow them.
- Sharing and taking turns - big focus, with class strategies to help.
- Discuss and name different feelings - when we feel different ways. Explore what we can do to cope with feelings we don't like. Link to Emotional Intelligence (whole-school "EMERGE" theme).
- Role play - playing cooperatively alongside others.
- Know about different factors that contribute to health and wellbeing.
- Harvest practice – performing to an audience, and taking changes in their stride.

### Physical Development:

- Practise using various one handed tools. Focus on developing pencil grip.
- Be aware of safety aspects as they make fruit salad, use knives safely.
- Dough Gym and playdough focus.
- Practise writing name
- Build up confidence and spatial awareness in outdoor area, trying a range of activities including trikes, scooters etc.
- Jasmine PE – Coordination and balance focuses. Following instructions.

### Understanding the World:

- Talk about the members of our family and how each family is different and special
- What things are the same about us, and what things are different?
- What is inside our bodies? (basic main organs and bones)
- What do we need to do to stay healthy?
- Days of the Week
- Discuss what happens when we grow up—what's changed since we were babies? What can we do now, that we didn't use to be able to do? Changes over time.
- Learn about our 5 Senses. Explore signs of Autumn, plus fruit, vegetables, and our outside area using these.
- Take part in a Harvest Festival– where does our food come from? The church as a special place for Christians.
- Make simple comparisons and contrasts between own school start and that of child in rural east Africa

### Mathematics:

- Link to ages and birthdays, and numerals and quantities to 5
- Practise numeral formations to 5
- Direct comparison of height
- Playdough cakes with 4 and 5 candles, recognising what "1 more" will be for next birthday
- Discuss dates of our birthdays —find number on 100 square
- Explore the number 5 and different ways that we can make this number using two other numbers. Eg if 3 candles are red, how many are blue? Recognise that the total stays the same.
- Counting forwards and backwards to 10.

# Special Me

### Exploring with 5 Senses

Ogden Trust Science Talk– Balloon beards, Lolly stick skyscraper

## Vocabulary pyramid

past, future,  
local, climate,

emotion, calm,  
anxious, nervous  
relieved, climate,  
eye socket, tibia

Months of the year, days of the week, different family members, more exotic fruits, worried, excited, angry, ribs, spine, skull, heart, lungs, intestine.

happy, sad, birthday, same, different, now (present), family, baby, bones, skeleton, healthy, fruit, apples, oranges, bananas, grapes, Harvest. Africa, Cornwall, church.

Challenging Stereotypes– We are all different and all special.

### Expressive Arts and Design:

- Self portraits—using mirrors to examine face carefully – oil pastels and paint-mixing for skin tones, hair colour etc
- Draw family picture
- Explore sun-print pictures, using light sensitive paper and natural objects
- Harvest picture.
- Home corner then doctors' surgery role play.
- Nursery Rhymes.
- Painting pictures of feelings to music.

Artist study- Frida Kahlo, looking at and giving opinions on her self portraits.

### Literacy:

- Begin our Essential Letters and Sounds phonics programme.
- Games and activities to practise identifying initial letter sounds.
- Own early writing: Trace/ copy text that links to phonics learning. "jigsaw writing". emergent "have a go" writing.
- Learn about instruction writing to make class books, How to Keep Healthy and How To Make Fruit Salad.
- Draw and label own family portrait.

**Key Texts:** Starting School, Oliver's Vegetables, Big Feelings Book, Tatu's First day, So Much, Full, Full of Love, My Body, What's Inside Me?

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World:

Talk about members of their immediate family and community. Name and describe people who are familiar to them.

**Understand that some places are special to members of their community.**

Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

### Mathematics:

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

Understand 'one more than'.

Explore the composition of numbers to 5.

**Have a deep understanding of number to 5, including the composition of each number.**

Subitise (recognise quantities without counting) up to 5.

# Special Me

This project supports children with settling in to the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

### Expressive Arts and Design:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Sing a range of well-known nursery rhymes and songs.

**Make use of props and materials when role playing characters in narratives and stories.**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Literacy:

Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately. Write some or all of their name. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.