Topic Name: All about me. Autumn 1. 2020.
Class and Year Groups: Red Class. EYFS

SUCCESS CRITERIA:

On the completion of this topic pupils should be able to:
Have an understanding that we are all different, but all special.
Have the opportunity to name and explore colours; make patterns and learn about what makes a repeating pattern.
Have the opportunity to measure different parts of their body (feet, hands, head circumference, height) using standard and non-standard measures and make comparisons with their peers.
Learn about their 5 senses and what it might be like if you lost one of those senses – how important a role do they play in indicating things like danger?
Learn about positional language through the story of 'Rosie's Walk'.
Have indoor and outdoor opportunities to explore numbers and count objects; compare and measure using standard and non standard measures.
Have opportunities to write for lots of different purposes, using their knowledge of letter formation and writing patterns.

KEY FOCUS AREAS:

Role play areas:
Home corner – relating to their experiences at home; opportunities to talk about events in their life and learn about similarities and differences between others.
Opportunity to act out familiar things that take place at home.
Opticians – learning about what happens in an opticians and the opportunity to help turn the role play area into one! Making resources.
Making relationships with their new peers.

SYNOPSIS:

Week 1 (1st full week)	Listening to the story of Elmer. Naming colours; making repeating patterns. Counting songs. Phonics-s,a,t,p. Writing patterns and names.
Week 2 (Full time)	Ourselves. Learning about each other and ourself. Counting songs and counting of objects; matching and sorting. Phonics-i,n,m,d. Letter formation and word building.
Week 3	Ourselves. Learning about our 5 senses. 'When I'm big' story. Counting objects. Phonics-g,o,c,k. Formation and word build
Week 4	Jim and the beanstalk story. Measuring and comparing; counting. Phonics-ck,e,u,r. Optician's role play. Make glasses.
Week 5	Jim and the beanstalk-how to look after our teeth; comparing size, mass and capacity. Phonics-h,b,f,ff. Letter formation.
Week 6	Rosie's Walk. Positional language; retelling the story; learning about where food comes from. Phonics-l,ll,ss. Key words.
Week 7	Rosie's Walk. Learning about how flour is made; making bread rolls (measuring). Phonics-revising all phase 2.

KEY QUESTIONS:

Use SCARF PSHE/SRE curriculum to focus on questions such as:
What makes me special? Who can help me? My feelings; My special people.
How do we know that we are special?
Who tells us we are special?
Why is it important to talk about our feelings?
Why is it important to show sensitivity to others and to play cooperatively and take turns?
We are all different and how important it is to celebrate how different we all are (relate to Elmer stories); learn about the Hindu festival of Diwali.

Curriculum focus

Maths: White Rose maths scheme of work. Focus on counting songs; matching, sorting and comparing amounts. Comparing size, mass and capacity – through Ourselves topic and 'Jim and the beanstalk' story. Exploring pattern – through Elmer stories. Outdoor opportunities in the garden to sort, count and compare.

EYFS 40-60 month: count objects to 10 and beyond; select the correct number to represent 1 to 5 and then 1 to 10 objects; represent numbers using fingers, marks on paper or pictures.

Literacy: Follow order of Jolly Phonic and Letters and Sounds programmes. Introduce phoneme and grapheme. Mark making.
Enjoy an increasing range of books (and gain knowledge of different stories by the same author). Use vocabulary and forms of speech that are influenced by their experience of books. Use some clearly identifiable letters to communicate meaning. Use their phonic knowledge to segment the sounds in simple words.

EYFS 40-60 months: link sounds and letters; hear the initial sound in words; give meaning to marks they make; write own name; use some clearly identifiable letters to communicate meaning.

Knowledge and Understanding:	**Physical Development:**	**SMSC/PSHE/BRITISH VALUES:**
Show interest in different occupations and ways of life. Learn about what happens in an opticians; what farmers grow on their farms and how we get our food; how is bread made? Know about similarities and differences between themselves and others. Talk about features of their own immediate environment. Use ICT to interact with age-appropriate computer software – learn how to programme Beebot on a mat; use Dazzle on the IWB to form letters and numbers. Learn about the Hindu festival of Diwali and about the story of Rama and Sita. EYFS 30-50 months: talk about significant events in their own experience; know some of the things that make them unique; comment and ask questions about aspects of their familiar world; talk about things they have observed; show care and concern for living things and the environment; talk about why things happen and how things work.	To show good control and coordination in large and small movements. To handle equipment and tools effectively, including pencils for writing. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks (particularly when on the bikes and scooters and when playing with the outdoor construction toys) Learn how to use and control a mouse on the computers – can they move objects on the screen to where they want them to go? Can they change the colour and the size of the paintbrush using the Dazzle programme? EYFS 40-60 months: experiment with different ways of moving; travel with confidence and skill; handles tools, objects, construction and malleable materials safely and with increasing control; begin to form recognisable letters and use a pencil effectively. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; show understanding of the need for safety when tackling new challenges.	Show sensitivity to others' needs and feelings and form positive relationships with adults and other children. Speak in a familiar group, talk about their ideas and choose resources needed for chosen activities. Be confident to try new activities. Work as part of a group and understand and follow rules. 30-50 months: to initiate play; to play in a group and extend play ideas; to demonstrate friendly behaviour; take steps to resolve conflict with other children; take turns and play co-operatively; enjoy responsibility of carrying out small tasks; able to communicate about home and community; being aware of own feelings and accepting the needs of others.
ART and DESIGN:	**Speaking and Listening:**	**Opportunities for ENRICHMENT and VERTICAL DRIVERS:**
Understand that different media can be combined to create new effects. Construct with a purpose in mind. Use simple tools and techniques competently and appropriately. Play cooperatively as part of a group to act out a narrative. Choose particular colours for a purpose. Represent ideas through design and technology, art, music, role play and stories. Create a portrait of themself and of a peer. Design and make a pair of glasses for the optician role play area; experiment and create different patterns and explore a repeating pattern. Help create a farmyard Beebot map and programme Beebot to go to different areas on the 'farm'. EYFS 40-60 months: explore what happens when they mix colours; manipulate materials to achieve a planned effect; construct with a purpose in mind, using a variety of resources; use tools to shape, assemble and join.	Listen to stories and respond to what they hear with relevant comments, questions or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events. Introduce a storyline or narrative into their play. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Give attention to what others say, while engaged in another activity. Follow instructions involving several ideas or actions. EYFS 40-60 months: maintain attention, listen and follow instructions; respond to ideas expressed by others; use language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	• Our place in the world. • The environment (exploring in our school garden) • Staying safe (how to stay safe within school environment) • Celebration of diversity (Diwali)