

Red Class Autumn 1 2023 - All about me.

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: Have an understanding that we are all different, but all special. Name and explore colours; make patterns and learn about what makes a repeating pattern. 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? Learning how people are helped if they do lose one or more of their senses (guide dogs; the importance to some deaf people of sign language) Learn about positional language through the story of 'Rosie's Walk' and discover what food is produced on some farms. 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. Learn how to follow a recipe and make bread rolls.</p>	<p>KEY FOCUS AREAS: Understanding the world: Setting up the role play area as an opticians and learning about what an Optometrist and an Optician do. Learning about our 5 senses and about each other! Expressive arts and design: Naming and making different colours. Exploring different types of patterns. PSED - SCARF: Me and my relationships. All about me. What makes me special? Me and my special people. Who can help me? My feelings. R.E - Being Special. Where Do We Belong? What makes us special? What makes Christians feel special? Why do Christians believe they are special to God? Where do you belong? How do you know you belong? What groups do religious people belong to? How are babies welcomed into the Christian family? How are some babies welcomed in the Muslim tradition? How do Hindu brothers and sisters show their love for each other at a festival?</p>	<p>SYNOPSIS: Week 1 - Week 7</p>	
<p>Literacy: Reading: Key author: David McKee Key texts: 'Here we are' by Oliver Jeffers; Elmer stories; Jim and the beanstalk; Rosie's Walk. Non-Fiction texts: facts about our 5 senses; what happens in an Opticians? Poetry: rhyming words. Children in Reception: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made of known letter-sound-correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p>	<p>KEY QUESTIONS: How many people in Red Class have blonde hair/brown hair/other hair colours? What colour eyes do people have? What are our senses and can we name them? What is our favourite colour? Can we find out as many different things about each other?! Who is the oldest/youngest/tallest/shortest?</p>	<p>KEY VOCABULARY: Optician Optometrist Phoneme Naming the 5 senses Naming body parts Naming colours Subitise Longer than Shorter than More than</p>	
<p>Week 1</p>		<p>Settling in and learning classroom routines. Listening to the story 'Here we are' by Oliver Jeffers and completing some artwork.</p>	
<p>Week 2</p>		<p>Listening to the story of Elmer. Naming colours; making repeating patterns. Counting songs. Writing patterns and names.</p>	
<p>Week 3</p>		<p>Ourselves. Learning about each other. Counting songs and counting of objects; matching and sorting. Phonics-s,a,t,p,. Letter formation and word building. Friendship games.</p>	
<p>Week 4</p>		<p>Ourselves. Learning about our 5 senses. 'When I'm big' story. Counting objects. Phonics-I,n,m,d,. Formation and word building.</p>	
<p>Week 5</p>		<p>Jim and the beanstalk story. Measuring and comparing; counting. Phonics-g,o,c,k.. Optician's role play. Make glasses</p>	
<p>Week 6</p>		<p>Jim and the beanstalk-how to look after our teeth; comparing size,mass and capacity. Phonics-ck,e,u,r.. Letter formation</p>	
<p>Week 7</p>		<p>'Rosie's Walk. Positional language; retelling the story; learning about where food comes from. Phonics h,b,f,ff.. Key words.</p>	
<p>Week 8</p>		<p>Rosie's Walk. Learning about how flour is made; making bread rolls (measuring). Phonics-revising all phase 2; l,ll,ss.</p>	

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<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		Less than Numeral
	Opportunities for Extension	
	Walking up to the school field and police woods to make our own map of a journey (linked to Rosie's walk story)	
	Vertical Drivers and Opportunities for Enrichment	
<p>MATHEMATICS: Number: White Rose maths scheme of work. Comparing size, through All about Me topic and Jim and the beanstalk story. Exploring pattern, through Elmer stories. Children in Reception: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with the cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	Our place in the world The environment Christian values (our school values) Staying safe	
<p>Understanding the World: Children in Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 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. Recognise some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		
<p>Communication and Language. Children in Reception: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities; explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Children in Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in 	<p>Physical Development. (Get set 4 PE scheme of work: Fundamentals-unit 1; Write Dance) Children in Reception: Revise and refine the fundamental movement skills they have already acquired: hopping, skipping..... Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall</p>

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<p>talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Music - Churanga scheme of work:</p> <ul style="list-style-type: none"> • Musical learning focus • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place. <p>Technology - Dazzle; Beebot (understanding instructions and directions)</p>	<p>health and wellbeing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>
<p>Personal, Social and Emotional Development:</p> <p>Children in Reception:</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>		
<p>BRITISH VALUES:</p> <p>Acceptance - Understanding and celebrating our similarities and differences. Mutual respect - Listening to others. Spiritual development - Promotion of own family's beliefs and customs. Celebration of diversity -learning about similarities and differences between homes and people from different countries. And religions.</p>		