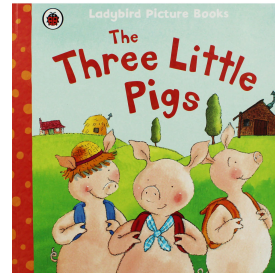
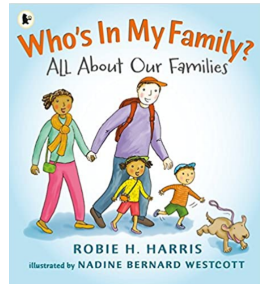


Year FS

Marvellous me



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1	Marvellous me	A range of stories about my family Non fiction texts on 'My family'	Listening and responding to texts Draw your family (label if you can)	To say goodbye to our carers To feel safe and secure at school
		The Three Little Pigs	Oral retell	To understand rules and routines of school

Understanding the World objectives coverage

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
Who am I and who is in my family?	Who lives in your house? What are they like? What do you like to do together at home? Who are you? What do you look like? What do you like / dislike? What am I good at? What are your interests and hobbies?	<u>Birth to 5 Matters- People and Communities Range 5 and 6</u> <u>A Unique Child:</u> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some 	To identify who is in a family. To describe the members of our family To compare similarities and differences between our family members. To recognise that we are all different

		<p>of the similarities and differences in relation to friends or family</p> <ul style="list-style-type: none"> • 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 	
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PHSE

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
How can I make friends?	<p>Encourage children to join in with each other's play - model language</p> <p>What do good friends do? Which words can we use to join in with our friends?</p> <p>Spend time modelling how to access, use and put away the resources in each area of the classroom.</p> <p>Who can you ask for help? How can you ask for help? Can you help each other?</p> <p>How do we feel today? What makes us sad? What makes us happy? How can we make our friends happy? What can we do if our friends are sad? How can we share the things in our classroom fairly? Introduce sand timer for turn taking. .</p>	<p><u>Birth to 5 Matters- Making Relationships Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p><u>Birth to 5 Matters- Sense of Self Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and 	<p>To understand how to play together in a range of situations.</p> <p>To practise using the correct words to join in with our friends.</p> <p>To understand how to use and look after the resources in the classroom</p> <p>To discuss their play with other children and adults</p> <p>To identify different emotions in others - what makes us feel different ways. How can we help others to feel better?</p>

		<p>self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p><u>Birth to 5 Matters- Understanding Emotions</u> <u>Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	
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Expressive Arts and Design

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>What will you use?</p> <p>What will happen in your story or game?</p>	<p>How do you hold scissors? How do you snip with scissors? Can you cut along a line?</p> <p>What does it look like? How will you make it? What will you use?</p> <p>Who will you be? What does that person do? What will happen/ Happen next?</p>	<p><u>Birth to 5 Matters- Creating with Materials</u> <u>Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<p>To practise using scissors correctly</p> <p>To select appropriate materials and resources to create a collage of a person</p> <p>To select appropriate materials and resources to make models and collage of their own interests.</p> <p>To practise and perform songs for our 'Grandparents Tea Party' To copy repeated rhythms with hands and percussion instruments.</p> <p>To explore a range of small world scenarios and create narratives</p>

	<p>Which character are you? What do they say and do/ do next? What happens in the story? What do the characters say?</p>	<p><u>Birth to 5 Matters- Being imaginative and expressive</u> <u>Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<p>To select appropriate props for a range of open ended role play situations.</p> <p>To explore the role of different people in domestic role play (home corner) and characters in stories (The 3 little pigs)</p>
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Physical Development

Key Question	Ancillary Questions and content focus	Objectives	Learning outcome, taken from skills progression document
<p>How many ways can I move?</p> <p>How can I hold my pencil?</p>	<p>Can you stand on one leg? Can you catch a ball? Can you draw this shape/pattern? Can you hold your scissors like this? Can you open and shut your scissors?</p> <p>Can you hold your pencil properly?</p> <p>What happens to your body</p>	<p><u>Birth to 5 Matters- Moving and Handling</u> <u>Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands 	<p>To explore balance during PE lessons</p> <p>To practise catching a ball during gPE lessons</p> <p>To explore drawing large shapes and patterns large rolls of paper and on the playground</p> <p>To understand how to use scissors effectively through a range of experiences</p> <p>To understand how to hold a pencil correctly</p>

<p>How can I look after myself?</p>	<p>when you run? Can you feel your heart beating? How do we need to be safe when doing this? How can you put your coat on by yourself? How do you do up your zip?</p>	<p>to throw and catch a large ball, beanbag or an object</p> <ul style="list-style-type: none"> • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <p><u>Birth to 5 Matters- Health and Self-Care Range 5</u> <u>A Unique Child:</u></p> <ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<p>To notice and discuss what happens to their bodies after exercise To understand how to wash their hands properly - sequence of actions</p> <p>To understand and apply effective methods for putting on clothes</p>
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English coverage

<u>Text types</u>	<u>Outcomes</u>
<p>A range of fiction/ non fiction on the theme of ‘families’</p>	<p>Discuss stories, comment on characters, answer simple questions about what they have heard. Draw a picture of your family. Can you write your name? Can you label your family? (BASELINE ASSESSMENT)</p>
<p>The Three Little Pigs</p>	<p>Talk for writing text - Oral retell of the story. Draw pictures from the story and talk about what they have drawn.</p>

Enrichment

Endpoint- Grandparents Tea Party- Celebrating families

Each class bake and the children sing songs to the grandparents. The pupils’ art is displayed and grandparents have the opportunity to purchase their art for a voluntary contribution.

Other subject coverage

Subject	Objectives	Learning opportunities
French	<p>To know that France is a country and that the language spoken is French.</p> <p>To understand the commands: <i>Ecoutez, répétez</i></p> <p>To be able to greet by saying 'Bonjour'</p> <p>To be able to say 'Au Revoir'</p> <p>To begin to join in with French songs and rhymes</p> <p>To begin to respond to 'Comment tu t'appelles?' by saying 'je m'appelle'</p> <p>To be able to count to 5</p>	<p>Joining in with songs and play games: Mr pouce / voici ma main/ Sur le pont d'Avignon Musical statue</p>