

Reception : Marvellous Me

1. Key Vocabulary

Communication, Language and Literacy:

All— every one

About— on the subject of

Me— referring to the person speaking

My— belonging to the person speaking

Child—a young person

People—more than one person. A group of humans.

Personal, Social and Emotional Development:

Among—surrounded by

Person—one human being

Together- being with or near other people

Problem—a question or situation that is difficult to understand or deal with.

Group—a collection of people

Share—to let someone else have or use an object that you have.

Mathematics:

Much—referring to a quantity

Between—a number in the middle of 2 given numbers.

Flat— having no height. 2D shapes are flat.

Curved—bending round. A circle has a curved side.

Straight— being completely level. A square has straight sides.

Guess—Forming opinions. An introduction to estimation

Physical Development/Understanding the World

Routine—an order and way of doing something

Skeleton— frame of bones in animals including humans

Connect—to join or link together

Similar—having qualities in common

Move/Movement— going from one place to another

Human—having to do with or being a part of people

Expressive Arts and Design:

Art— the creation of things whose purpose is to be beautiful or full of meaning.

Design— the process of planning & creating something

Create—to make

Colour— eg, red, blue, yellow, green, purple, orange

Mix—to make one thing into another by stirring

Sound— a noise that we can hear

2. Curriculum Knowledge

Our topic this half term is "Marvellous Me". In this topic we will talk about all the things that make us marvellous and unique!

This half term is all about settling in to our school, exploring the setting and making secure relationships with adults and peers. We will look at school rules, routines, ourselves, our new friends and who works in our school. We will also be learning about our local area.

We will be exploring what we look like and the idea that everyone is different, special and unique.

We will be learning about our local community and talking about our school.

We will be learning about our bodies, what they do and how we can look after them.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Making positive decisions as we learn and follow new school routines	Talking about myself and my family.	Describing our emotions and how to manage them.	Different jobs in our families and community.	Using photos to share, compare and observe our own local areas.

3. Communication and Language

We will have weekly circle time sessions that will focus on developing the children's ability to speak in full and structured sentences and to be able to listen attentively to adults and their peers. Circle time session will also often involve role-play where the children can act out scenarios and discuss their feelings and emotions in certain situations.

Key vocabulary will also be introduced weekly, which will gradually allow children to become capable of exploring these words and their meaning, effectively being able to use them confidently in day to day conversations.

4. Personal, Social and Emotional Development

Children will be encouraged to play with each other and develop new lasting relationships.

They will be given opportunities to share their interests and have their strengths celebrated.

Children will learn the skills they need to succeed in school within a supportive environment and will be encouraged to talk positively about themselves to show what they do well and why they are proud of themselves.

Children will begin to communicate their own needs and wants within the classroom.

5. Physical Development

Gross motor skills

Children will get involved in a variety of physical activities to develop their gross motor skills. They will experiment different ways of moving such as crawling, running, skipping, negotiating space, etc. Sports equipment will be also used for the different games such as hoops, bean bags and markers to explore gross motor movement.

Fine motor skills

Children will use fine motor equipment such as scissors, beads, tweezers and peg boards in order to increase their control over tools. This will improve their pencil grip and their letter formation when it comes to writing activities. The writing activities will be focused on 'all about me' topic: writing their names, their age, members of the family, drawing themselves, etc.

6. Mathematics

Children will become comfortable counting up to 20 and say the numbers in the correct order. There will be a focus on recognising numerals, consolidating their knowledge from 0 to 10. We will practice counting with a 1:1 correspondence and matching the value to the correct numeral. To help us understand the value of numbers, we will recognise numbers of personal significance (birthdays, door numbers) and using them in context.

We will explore counting actions such as jumps and stomps and counting objects which can't be moved. The children will be encouraged to check they are counting with a 1:1 correspondence.

We will look at 2D shape and become familiar with recognising a circle, square, rectangle and triangle. The children will then think about 2D shapes in our environment (i.e. a door is the shape of a rectangle).

Children will start thinking about adding on **ONE** more and count on from any given number. They will be introduced to the = and + symbol and begin to develop their understanding of addition.

Children will also explore repeating patterns and explore making them out of colours, shapes and objects.

7. Literacy

In literacy we will initially focus on children being able to make marks to express meaning in conjunction with recognising initial sounds and later moving on to the teaching of reading and writing simple words.

Each week we will focus on a different text to support, encourage and provide a stimulus for the children. Throughout the entire year we will adopt methods such as 'Talk for writing' which focusses on three key stages; imitation, innovation and invention. It is an engaging teaching framework whereby children imitate the language that they need for a particular topic orally, before reading and analysing it and then creating their own version of the story by using a story map or by writing simple words and phrases and by the end of the academic year short stories.

Teachers will ensure that the learning environment is well resourced and equipped for children to further practise and apply their reading and writing skills to their play.

8. Understanding the World

This term we will focus on identifying and speaking about the things that make us different, special and unique. This will involve activities such as bringing in baby photos from home and comparing the photos to how they look now and encouraging children to understand and identify the ways in which they have changed over time and to think about what things they couldn't do as a baby but can do now.

We will also look at the similarities and differences between us and our friends in the wider community. This will involve discussions and activities based on identifying and celebrating different faiths and religions, places of worship, languages spoken, the types of food we eat at home etc...

We will also make observations of nature and our immediate environment; for example by encouraging the children to explore outdoor and grassy areas whilst encouraging them to think about and verbalise the what objects they can find, can they describe the texture of the objects, the sounds that they can hear etc...

9. Expressive Art and Design

To start off the new school year, the children will think about what they look like and paint a self-portrait. We will experiment with different media when creating representations of ourselves, families, events and objects. This will help us to think about technique and texture. We will also think about art with purpose and explaining our reasoning for choosing certain colours and materials.

Children will be introduced to a wide range of familiar songs and be encouraged to dance and sing along to the music. The children will begin to express how the music makes them feel and how they could dance along.

Children will be supported to introduce storyline into their play and begin to create imaginative stories that will embolden them to independent scenarios.