

## Vocabulary

|             |             |
|-------------|-------------|
| Special     | unique      |
| forgiveness | portrait    |
| Tall        | short       |
| Family      | Family Tree |
| qualities   | differences |
| hobbies     |             |



## Aspiration and significant people

I want to be a **social worker!**

**LOVE GOD, LOVE OTHER LET YOUR LIGHT SHINE**

**Famous Quote:** I am who I'm meant to be, This is me! –  
The Greatest Showman



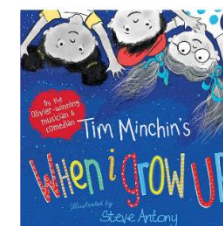
## Book List

**Shine**- Sarah Asuquo

**What I like about me** - Allia Zobel-Nolan

**When I grow up** - Tim Minchin

**All Are Welcome**, by Alexandra Penfold



## Outdoor learning

**Literacy:** Encourage the children to draw a chalk outline around a person and then use word cards to label different parts of the body.

**Maths:** Challenge the children to complete physical challenges (star jumps/toe touches/hops) within a given time limit. Ask children to identify the number tile for the correct number they achieved.

## Parental Engagement

**At home, talk about your family. Talk about what makes your family special, and what makes your child feel special. Talk about your child's likes and dislikes.**

## Enrichment

**We will be getting to know our new classmates.**

**We will be thinking about our likes and dislikes.**

**We will be thinking about what makes us special.**

## Personal, Social and Emotional Development

- 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; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- 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.

## Cool Communication and Language

- 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;
- 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.

## Physical Development

- 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.
- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

# Marvellous Me

## Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
  - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
  - Verbally count beyond 20, recognising the pattern of the counting system;
  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

- Talk about the lives of the people around them and their roles in society;
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## EYFS and British values wheel



## Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Personal, Social and Emotional Development

*What we do at school:* Our Value is ?????. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

*How you can help:* Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about their qualities and celebrate what makes them different.

## Cool Communication and Language

*What we do at school:* We will be talking in full sentences to describe ourselves and others. We will be listening carefully to others to learn about them and what makes them special.

*How you can help:* Talk to your child about what makes them special. Encourage talking in full sentences. Tell them what makes you different to other grown-ups.

## Physical Development

*What we do at school:* We will improving our core strength and looking at how we move. We will be learning to negotiate space accurately.

*How you can help:* Work on improving core strength at home. Practice moving in different ways: : - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

## Lovely Literacy

*What we do at school:* We will continue our daily phonics and handwriting lessons. We will be thinking of words to describe ourselves and our families.

*How can you help:* Practice name writing at home, remembering fantastic formation and sitting in your perfect writing position.



## Marvellous Mathematics

*What we do at school:* We will be learning to count accurately and learning about numbers 1-10. We will use NumberBlocks to help us with our maths. We will look at what makes each NumberBlock different and how that relates to numbers. E.g. The One Block is small because it has less.

*How you can help:* Count out objects at home. Make sure your child is counting with the numbers in the correct order. Count out objects to 5 accurately Ask your child to find one more and one less of numbers from 1 to 10.

## Understanding the World

*What we do at school:* We will talk about our family and our community. We will be looking at people familiar to us and describe them.

*How can you help:* Talk about your family with your child. Talk about the people in your family e.g. their Parents/Siblings/Grandparents/Aunts and Uncles.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

## Expressive Arts

*What we do at school:* We will use artistic effects to create self-portraits. We will use our home areas to create storylines based around home life in our play.

*How can you help:* Practice drawing and colouring at home. Encourage singing and dancing to express feelings.