

Reception : Marvellous Me

1. Key Vocabulary

Communication, Language and Literacy:

Child—a young person

My— belonging to the person speaking

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

All— every one

Me— referring to the person speaking

About— on the subject of

Personal, Social and Emotional Development:

Person—one human being

Wellbeing— Being physically, emotionally and mentally healthy and happy.

Together- being with or near other people

Share— To have a portion of something with someone else

Respect— To treat others how you want to be treated

Among—surrounded by

Mathematics:

Count— To find the total number of objects, sounds or actions in a set.

Time— Measured in days, weeks, months, years and seasons.

Pattern— A design that repeats.

Sort— To put things in a certain place based on their characteristics.

Compare - To look for similarities and differences

Repeat— To happen again and again.

Understanding the World

Family— The people you are related to.

Natural— Something that comes from nature.

Health— Complete physical, social & mental wellbeing

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

Country— An area of land with its own flag.

Season— The cycle of weather changes through Autumn, Winter, Spring and Summer.

Map— A drawing of all or part of the Earth's surface.

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

Artist— A person who creates art.

Sketch— A rough drawing made with a pencil.

Sound— a noise that we can hear

Collage— To cut and stick materials to make an image

Colour— eg. Blue, red, yellow, green, orange. purple

2. Curriculum Knowledge

Our topic this half term is "Marvellous Me". In this topic we will talk about all the things that make us special 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 people who are important to us, 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 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 relationships with new friends.



They will be given opportunities to share their interests and have their strengths and opinions celebrated. Children will learn the skills needed to succeed in school



within a supportive environment and will be encouraged to talk positively about themselves to show why they are proud of themselves. Children will communicate their needs and wants and we will introduce our school rules and values, discussing why rules are important to keep us happy and safe.



5. Physical Development

Gross motor skills

Children will be moving in a variety of ways (crawling, skipping, jumping, running, rolling walking, and negotiating space). Sports equipment will be used to play games including hula hoops and bean bags, enabling children to explore gross motor movement.



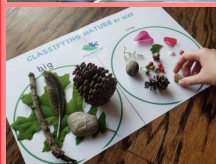
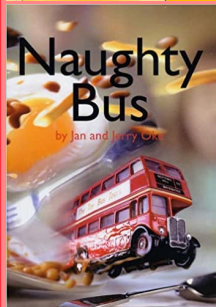
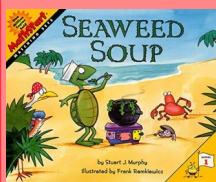
Fine motor skills:

Children will use fine motor equipment including: scissors, paint-brushes, pencils, beads, pasta, thread, tweezers and peg boards to ensure that they increase their control over tools. By using the differentiated equipment, children will improve their tripod pencil grip and pencil control in preparation for writing activities. Writing activities will include Write Dance and will



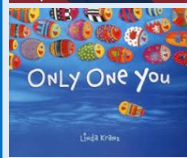
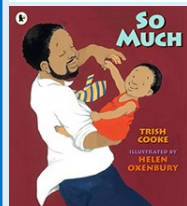
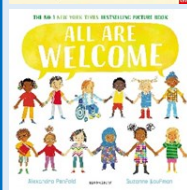
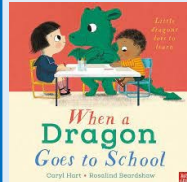
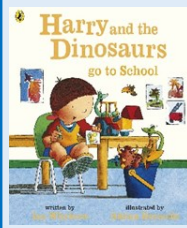
focus on our topic: name writing, age writing, and labelling family members and self portraits.

6. Mathematics



In Maths we will learn about number, shape and spatial thinking, exploring these new concepts through books such as "Seaweed soup" by J. Murphy and "Naughty bus" by Jan Oke, and activities set up in the classroom. We will learn about things that are the same and different, matching and sorting objects to explore the differences between them. We will learn that different collections of objects can be sorted into sets using attributes such as color, shape or size. We will compare and contrast objects using height and length as a measure and learn that objects can be compared using size as a measure. We will use vocabulary such as little, large or small. In the final weeks of the autumn term we will explore repeated patterns and develop this concept using natural resources such as leaves or stones. We will copy, continue and create our own patterns, learning how to spot mistakes in the patterns and correct them.

7. Literacy



Each week we will focus on a different text to support, encourage and provide a stimulus within the topic of "Marvellous Me". Through the teaching of daily phonics, we will learn a letter sound each day along with the skills of blending and segmenting which will be applied to our reading and writing.

Reading

Children will become confident in each of our books of the week, making predictions, retelling the stories, role playing and discussing their opinions of the books. We will talk about new vocabulary in the stories and children will be encouraged to use these new words independently.



Writing

We will focus on being able to make marks to express meaning in conjunction with recognising initial sounds, and later move on to the teaching of writing simple words. Children will learn to write their name, forming letters accurately.

8. Understanding the World

This term we will be focusing on identifying ourselves and speaking about the things that make us different, special and unique. This will

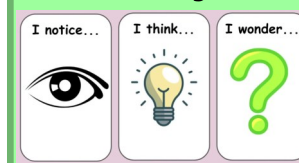


involve activities such as bringing in baby photos from home and comparing them to how we look now. We will encourage children to understand and identify the ways in which they have

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 around us by looking



at our local community and the roles that people play in it. We will 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 objects they can find. We will also encourage children to describe different



textures of objects and describe their surrounding using adjectives.

9. Expressive Art and Design

To begin the new school year, the children will consider the different features they all have and draw self-portraits. We will explore using different media when creating representations of ourselves, families, events, and objects. Children will be supported to introduce storylines into their role play and begin to create more imaginative stories that should embolden them to carry this forward into independent scenarios. We will learn a wide range of songs and all children will be encouraged to dance and sing along to the music. The children will also be encouraged to describe how the music makes them feel and explain why this is. We will think about the purpose of art and get used to explaining the reason behind choosing certain colours, materials, and techniques.

