

All About Me

This theme supports children in getting to know each other, settle into school life and celebrate them being both an individual and being part of a family unit.

Key Learning Outcomes From Adult Led Learning

<b>Communication &amp; Language</b>	Use a wide range of vocabulary Enjoy listening to longer stories and can remember much of what happens Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”
<b>Personal, Social &amp; Emotional Development</b>	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Understand gradually how others might be feeling
<b>Physical Development</b>	Show a preference for a dominant hand Participate in activities using hand-eye co-ordination Develop fine motor control Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
<b>Literacy</b>	Engage in extended conversations, learning new vocabulary Write some or all of their name Understand the five key concepts about print. Print has meaning Use some of their print and letter knowledge in their early writing
<b>Mathematics</b>	Recite numbers past 5 Show ‘finger numbers’ up to 5 Say one number for each item in order, 1,2,3,4,5 Link numeral and amount Know that the last number reached when counting a small set of objects tells you how many there are in total.
<b>Understanding The World</b>	Begin to make sense of their own life story and family’s history Looks closely at similarities, differences, patterns and change. Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary
<b>Expressive Arts &amp; Design</b>	Develop their own ideas and then decide which materials to use to express them Explore different materials freely, to develop their ideas about how to use them and what to make Join different materials and explore different textures Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
<p><b>1</b> w/b 04.09.23</p> <p><i>settling in</i></p>	<p><b>Communication &amp; Language</b> – Use a wide range of vocabulary</p> <p><b>Personal, Social &amp; Emotional Development</b> – Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p><b>Physical Development</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Literacy</b> – Engage in extended conversations, learning new vocabulary</p> <p><b>Mathematics</b> - Recite numbers past 5</p> <p><b>Understanding The World</b> – Begin to make sense of their own life story and family's history</p> <p><b>Expressive Arts &amp; Design</b> - Develop their own ideas and then decide which materials to use to express them</p>	<p>Non-Fiction Text - School Day big book, School Routine, Family</p>	<p>- Class charter – rules - Explore different areas and expectations - Introduce and get to know staff members &amp; each other</p> <p>Maths – <b>One</b> Meet One • Counting to 1 <b>Another One</b> - Meet Two • 2 is one more than 1</p>	<p>Family, community, mum, dad, auntie, uncle, grandad, grandma, cousin, routine, rules, staff, change, f2, sharing, take turns, tidy up, friends, one, another, more than, counting, explore, materials, maths, literacy, outdoor area, teachers, school,</p>
<p><b>2</b> w/b 11.09.23</p> <p><i>Silly Billy</i></p>	<p><b>Communication &amp; Language</b> – Use a wide range of vocabulary</p> <p><b>Personal, Social &amp; Emotional Development</b> – Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p><b>Physical Development</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Literacy</b> – Engage in extended conversations, learning new vocabulary</p> <p><b>Mathematics</b> - Recite numbers past 5</p> <p><b>Understanding The World</b> – Begin to make sense of their own life story and family's history</p>	<p>Silly Billy</p>	<p>- Read story - talk about worries - who makes up their family - who is in their family that they can trust - make worry dolls - strategies to cope with anxious feelings of worry - lunch time routine – settling into school full time - School environment – where things are</p> <p>Maths – <b>Two</b> - Counting to 2 • The 'twoness' of 2 <b>Three</b> - • Meet Three • 3 is one more than 2 - Introduce rules and expectations of the sand pit</p>	<p>Silly, Billy, worry, worried, feelings, anxious, talk, trust, worry dolls, settling in, accuracy, counting, two, three, one more, rules, family, questions, friends, sharing, caring, kind, good sitting, activities, choosing learning,</p>

	<b>Expressive Arts &amp; Design</b> - Develop their own ideas and then decide which materials to use to express them			
<b>3</b> w/b 18.09.23  <u>Silly Billy</u>	<p><b>Communication &amp; Language</b> – Use a wide range of vocabulary</p> <p><b>Personal, Social &amp; Emotional Development</b> – Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p><b>Physical Development</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Literacy</b> – Engage in extended conversations, learning new vocabulary</p> <p><b>Mathematics</b> - Show 'finger numbers' up to 5</p> <p><b>Understanding The World</b> – Begin to make sense of their own life story and family's history</p> <p><b>Expressive Arts &amp; Design</b> - Develop their own ideas and then decide which materials to use to express them</p>	Silly Billy	<ul style="list-style-type: none"> <li>- strategies to overcome anxious feelings</li> <li>- talk about worries</li> <li>- make worry dolls</li> <li>- drawing emotions</li> <li>- strategies to cope with anxious feelings of worry</li> <li>- Introduce rules and expectations of the mud kitchen</li> <li>- dough disco – fine motor development</li> </ul> <p>Maths - <b>One, Two, Three!</b> - • Counting to 3 • Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' • Ordering numbers 1 to 3 • 3 is made of 2 and 1</p> <p><b>Four</b> Meet Four • 4 is one more than 3 • Counting to 4 • The structure of 4 as a square number • Recognition of 4 items without counting (subitising)</p>	Silly, Billy, worry, worried, feelings, anxious, talk, trust, worry dolls, settling in, accuracy, counting, two, three, one more, rules, family, questions, friends, sharing, caring, kind, good sitting, activities, choosing learning, Dough, fine motor, mud kitchen, role play, explore, strength
<b>4</b> w/b 25.09.23  <u>Owl Babies</u>	<p><b>Communication &amp; Language</b> –Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Personal, Social &amp; Emotional Development</b> – Understand gradually how others might be feeling</p> <p><b>Physical Development</b> - Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p><b>Literacy</b> – Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Mathematics</b> - Say one number for</p>	Owl Babies	<ul style="list-style-type: none"> <li>- creating owl puppets</li> <li>- read the story and how it links to own family</li> <li>- discuss characteristics of the characters in the story</li> <li>- Discussions about who they miss in their family e.g. parents that work etc</li> <li>- recalling the story</li> <li>- family members</li> <li>- Maths - <b>Five</b> - Meet Five • 5 is one more than 4 • Counting to 5 • Line up 1 to 5 in order</li> <li><b>Three Little Pigs</b> - • Counting to 4 • Adding 1s</li> </ul>	Owl, leaving, anxious, worry, upset, missing, family, separation, puppets, cut, stick, attach, recall, characters, feelings, tools, materials, equipment, counting, adding, one more

	<p>each item in order, 1,2,3,4,5 Link numeral and amount</p> <p><b>Understanding The World –</b> Continue developing positive attitudes about the differences between people.</p> <p><b>Expressive Arts &amp; Design -</b> Join different materials and explore different textures</p>			
<p><b>5</b> w/b 02.10.23</p> <p><u>Owl Babies</u></p>	<p><b>Communication &amp; Language</b> –Enjoy listening to longer stories and can remember much of what happens</p> <p><b>Personal, Social &amp; Emotional Development</b> – Understand gradually how others might be feeling</p> <p><b>Physical Development</b> - Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p><b>Literacy</b> – Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Mathematics</b> - Say one number for each item in order, 1,2,3,4,5 Link numeral and amount</p> <p><b>Understanding The World –</b> Continue developing positive attitudes about the differences between people.</p> <p><b>Expressive Arts &amp; Design -</b> Join different materials and explore different textures</p>	Owl Babies	<ul style="list-style-type: none"> <li>- creating owl puppets</li> <li>- read the story and how it links to own family</li> <li>- order the story of events</li> <li>- Discussions about who they miss in their family e.g. parents that work etc</li> <li>- family members</li> <li>- Maths - <b>Off We Go!</b> - Counting to 5 · Line up 1 to 5 in order · Identify missing numbers within a 1 to 5 line-up</li> <li><b>How to Count</b> - The key principles of counting: · One-to-one correspondence – match one number name to each item to be counted · Cardinality – the last number in the count is the total size of the group · Stable order- say the number names in the correct order</li> </ul>	Owl, leaving, anxious, worry, upset, missing, family, siblings, separation, puppets, cut, stick, attach, recall, characters, feelings, tools, materials, equipment, counting, adding, one more, differences, joining, discussion, events, order, creating
<p><b>6</b> w/b 09.10.23</p>	<p><b>Personal, Social &amp; Emotional Development</b> - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p><b>Communication &amp; Language</b> - Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p> <p><b>Literacy</b> - Engage in extended</p>	The Colour Monster	<ul style="list-style-type: none"> <li>-Painting/drawing facial expressions, linked to emojis.</li> <li>-understand classroom/adult instructions, (two parts). SEN/Language Poor children to be supported with visual aids and additional adult support.</li> <li>- Introducing the calm areas within the classroom and some of the provision linked to emotions.</li> </ul>	Emojis, expressions, instructions, thoughts, instructions, calm, hold, vocabulary, counting, numeral, amount, happiness, sadness, fear, total, anxious, frightened, worried, help, helpful, support, caring, kind, adult, classmates, objects

<p><u>The Colour Monster</u></p>	<p>conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing</p> <p><b>Expressive Arts &amp; Design</b> - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><b>Mathematics</b> – Know that the last number reached when counting a small set of objects tells you how many there are in total Link numeral and amount</p> <p><b>Physical Development</b> - Show a preference for a dominant hand</p>		<p>-Direct support and modelling of how to correctly hold pencils, felt tips and paint brushes to assist them achieving accuracy.</p> <ul style="list-style-type: none"> <li>- Comparing the emotions mentioned in the text with how they are feeling/have felt.</li> </ul> <p>Maths - <b>Stampolines</b> - Subitising numbers 1 to 5 • Different ways of arranging blocks to 5 • Conservation of number – different arrangement of blocks but the number remains the same</p> <p><b>The Whole of Me</b> - Composition of numbers 1 to 5 • Introduction to the ‘part-part-whole’ structure of number • Partitioning a whole number into parts • Conservation of number – a number can be partitioned but the whole (total) remains the same</p>	
<p><b>7</b> w/b 16.10.23</p> <p><u>The Colour Monster</u></p>	<p><b>Personal, Social &amp; Emotional Development</b> – Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling.</p> <p><b>Communication &amp; Language</b> – Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p> <p><b>Literacy</b> - Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing</p> <p><b>Expressive Arts &amp; Design</b> - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><b>Mathematics</b> – Link numeral and amount Know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>The Colour Monster</p>	<p>-Reinforcing/demonstrating classroom instructions, (with two parts).</p> <ul style="list-style-type: none"> <li>- Learning new vocabulary, linked to the book, (these might be recorded in a class book or on a Word of the Day display).</li> </ul> <p>Maths - <b>The Terrible Twos</b> - • 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.</p> <p><b>Holes</b> - The number of a group can be changed by adding to it or taking from it. • Addition and subtraction of 1 • Number bonds to 5</p>	<p>Addition, subtraction, more, fewer, less than, number bonds, taking from, Emojis, expressions, instructions, thoughts, instructions, calm, hold, vocabulary, counting, numeral, amount, happiness, sadness, fear, total, anxious, frightened, worried, help, helpful, support, caring, kind, adult, classmates, objects, vocabulary, conversations, discussions, others</p>

<b>Physical Development</b> -. Show a preference for a dominant hand			
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**Possible Enhancements To Continuous Provision**

- Calm areas to be enhanced with words that relate to emotions – The Colour Monster
  - Phonics walls to be enhanced with each new phonics sound that is introduced.
- Phonics activities/games in the provision to provide children with an opportunity to embed learning.
- Writing area to be enhanced with a range of mark-making resources to provide children opportunity to mark-make and attempt handwriting modelled during phonics sessions.
  - Emoji cards/pictures linked to emotions they have read about in various texts and discussed in class.
    - Story shelves added to as texts are studied
- Gradual build up of resources from week 1 – to fully teach how to use areas and equipment appropriately