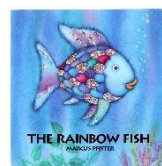
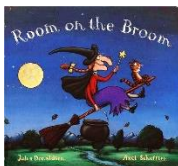
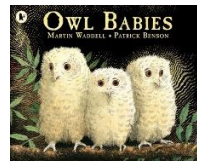
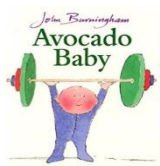




Magical Me!



Overview

During the topic 'Magical Me', the children will have the opportunity to settle into their first half term at school by sharing information about themselves, their families, and their friends. The children will familiarise themselves with class routines and behaviour expectations, build positive friendships with both the staff and with each other and learn about each other's similarities and differences.

During the second half term, we will talk about what makes us unique and special and celebrate a variety of festivals and special events, including Christmas, Bonfire Night, and Halloween. During this time, we will also discuss and talk about the natural world and seasonal changes that occur during the autumn and winter months.

Curriculum Focus

Focussed attention during this term will be placed on the prime areas, which include: *Personal, Social and Emotional Development, Physical Development and Communication and Language*. Basic skills will also be a focus, especially during our linked provision activities. Linked Provision will help to build upon prior learning and target specific skill development e.g., fine motor skills, basic number concepts etc.

WOW Start

Avocado Baby

- Visit from either a health professional or a parent/carer who is going to have/has had a baby. Prompt discussion about babies, changes over time/past, present, and growing older.
- Discuss how we are all special and unique in our class by creating a class display.

Owl Babies

- Trip to Beverley Westwood to provide an opportunity for the children to observe seasonal changes during the autumn months, animal habitats and explore the natural world around us.

Room on the Broom

- Halloween Celebrations / decorate the classroom for a Halloween themed party.

The Rainbow Fish

- Trip to The Deep Aquarium in Hull

Environment

- Family display: photographs of our families to build our community tree and our class.
- Rainbow Fish display, using the children's own handprints as scale.
- Home corner - role-play area including real life and meaningful resources based upon the children's own experiences, so that they can relate to and retell/re-enact situations with others.
- Baby photos displayed of themselves as a baby and of their families to celebrate diversity, being unique and people and communities that are important to them.
- Small world/talking area – the children will be able to retell events and experiences from home with others, prompting discussion, developing relationships with one another, and talking together
- Under the sea display/rock pool – linked to 'The Rainbow Fish' text– The children will be able to develop their imagination and awe and wonder within the classroom environment, prompting discussion and sensory exploration linked to under the sea.

Trips and Experiences

- Baby discussion with the school nurse or a parent/member of staff who has recently had a baby.
- Hull Fair activities
- Autumn walks around the school environment/Beverley Westwood
- Halloween and Bonfire Night activities
- Celebrating *National Poetry Week* and *World Nursery Rhyme Week*
- Remembrance Day – creating poppies and talking briefly about their significance.

Showcase

- FS Nativity performance
- Art Display showcasing the children's newly taught skills.





Magical Me!

Communication and Language Development - Prime Area

Overview

We will listen to our key texts and recommended reads and be encouraged to join in with refrains and use role-play items. During our adult led sessions, we will introduce key vocabulary (*Grandma Fantastic words*) to widen our knowledge and vocabulary and develop our speaking and listening skills. We will launch each text with a meaningful moment to 'hook' the children into the story and prompt lots of discussion, awe and wonder and interest. We will continue to use our imagination to develop our narratives, be encouraged to use new vocabulary and be supported to build simple sentences and retell stories to others. We will predict key events and make comments/create actions (signifiers) to match the events in the story. We will also develop our understanding of stories by creating our own questions about the book. We will be able to demonstrate our understanding of these key texts through answering questions and completing activities within the provision.

During Circle Time, and small group work sessions, we will have lots of opportunities to develop speaking and listening skills, turn taking in conversation, and modelling basic communication and language skills.

Provision

- ✓ We will have a role play home corner to encourage social interactions and use of talk to communicate with others and develop social interactions.
- ✓ Book/reading areas will display copies of key stories and recommended reads, puppets and other resources will be available for children to use to act out key events.
- ✓ Small world figures will be used within the provision to encourage talk and opportunities to act out social situations.
- ✓ We will model speaking to the children about ourselves and encourage them to do the same and listen to each other.
- ✓ Real life, meaningful resources will be available for the children to use and relate to so that they can talk about their own experiences with others.

Assessment Links

Birth-3 Years

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

3-4 Years

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".
- When children have difficulties with correct pronunciation, reply naturally to what they say.
- Pronounce the word correctly so they hear the correct model.
- Use a wider range of vocabulary.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Use longer sentences of four to six words.



Magical Me!

- Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.

Links to Foundation Stage 2 Curriculum

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
 - Use new vocabulary through the day.
 - Ask questions to find out more and to check they understand what has been said to them.
 - Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
 - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 - Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
 - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
 - Use new vocabulary in different contexts.





Magical Me!

Physical Development – Prime Area

Overview

Through our stories, artwork, and other areas of learning we will create links to physical development.

In F1, we will develop gross motor skills by encouraging the children to use large brushes to make various patterns using water play. We will ride bikes and scooters (2 and 3 wheeled) in our outdoor area and encourage spatial awareness by moving around fixed obstacles. We will have access to large boxes/crates of different sizes which can be used for role play e.g., home corners and den making. We have different fixed equipment in the outdoor area that encourages climbing, jumping, balancing, and moving in different ways, for example; climbing on the pirate boat, walking along the plank, and jumping into the water. We also have a range of balls, bats, and outdoor equipment to promote the development of physical skills such as throwing, catching and other ball skills.

Dough Disco sessions and other hand dexterity activities, will take place weekly to develop fine motor sessions and finger strength, ready for use of smaller equipment within the provision e.g., scissors, pencils, pens etc. We also implement a focussed time during linked provision where the children practise a range of basic skills such as cutting, mark making, threading etc.

In our provision, we will have a dedicated '*Funky Finger*' area, with activities allowing the children to practise various fine motor skills and hand-eye coordination such as threading, cutting, grating etc.

During our circle time activities, we will talk about keeping our bodies healthy by eating food that makes us strong and having good hygiene practises. We will use our senses to explore a variety of local, seasonal produce and food linked to our focussed texts, such as tasting avocados when reading '*Avocado Baby*'. We will share our ideas about how each food looks, feels, smells, whether it makes a sound and how it tastes. We will also discuss the physical changes that our bodies have made since we were a baby – height, skills, appearance etc.

Provision

- ✓ We will provide a range of obstacles for children to create their own courses and use their imaginations to develop these as the topic continues.
- ✓ Food tasting sessions will take place to sample different foods from the harvest.
- ✓ We will have sweeping brushes and paint rollers in the outdoor area to support our physical movements.
- ✓ We will have playdough activities set up to build finger strength (including the use of rollers and cutters).
- ✓ Weekly *Dough Disco* sessions and hand and finger dexterity activities.
- ✓ Modelling how to wash our hands regularly and thoroughly and talking about the importance of health and hygiene practices in school.
- ✓ We will provide activities for the children to develop their awareness of keeping healthy and implement activities to promote good health.
- ✓ Encouraging changing and dressing independently; such as fastening zips and buttons on coats and putting on shoes etc.
- ✓ Dedicated '*Funky Fingers Area*' focussing upon fine motor skills and hand eye coordination to develop dexterity and muscle strength such as threading, cutting, grating activities etc.
- ✓ A wide range of mark making opportunities and resources/one handed tools will be available daily for the children to access independently and develop their fine motor skills, muscle strength, manipulation, and hand-eye coordination in preparation for early writing e.g., chinks and chalk boards, large handles brushes for painting and mark making etc in various areas of the provision both indoors and out

Assessment Links

Physical Development

Birth -3 Years

- Develop manipulation and control. Explore different materials and tools.
- Learn to use the toilet with help, and then independently
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.



Magical Me!

3-4 Years

- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Links to Foundation Stage 2 Curriculum

Reception - Physical Development

- Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
 - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination, and agility.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes etc...





Magical Me!

Personal, Social and Emotional Development – Prime Area

Overview

We will work as a class to create a class charter and these expectations will be visible and referred to throughout the day. We will also introduce the school rules and practise school routines.

We will have daily Circle Time sessions, during which we will encourage the children to think about how they are feeling, answer a focus question or share their ideas and experiences. We will play lots of 'getting to know you' games and develop confidence and self-esteem, particularly when sharing feelings and talking in a small group.

We will talk about the characters in our books - encouraging the children to think about the right and wrong choices they make, imagine how the character may feel at different parts of the story and encourage the children to draw on their own experiences.

We will model being restorative and encourage the children to think about how they feel, seek solutions and repair relationships.

We will also discuss how we are all special and unique together, celebrating differences and similarities. This will also feed into our weekly RE sessions celebrating faith, culture, and diversity.

Assessment Links

Personal, Social and Emotional Development

Birth – 3 Years

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3-4 Years

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
 - Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.



Magical Me!

Provision

- ✓ We will have our class charter clearly visible to remind the children about behaviour expectations within the classroom.
- ✓ We will have a marble jar in the classroom, where children will receive a marble for displaying positive behaviour. The children have to try to reach a given target of 5 marbles per session to receive a reward.
- ✓ We will have a display to promote 'our class community' and display positive images of children working together and forming good relationships between one another and staff members.
- ✓ We will have a display portraying feelings and emotions and encourage the children to regularly talk about how they feel.
- ✓ Small world and role play resources will be available promoting cultural diversity, disability, and different ethnic groups.
- ✓ Role play and talk areas will be enhanced with resources and costumes promoting and celebrating various religious events and celebrations such as Diwali, Christmas, Advent etc.

Links to Foundation Stage 2 Curriculum

Reception - Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian





Magical Me!

Literacy – Specific Area

Overview

In F1, we always want to nurture a love of reading and books! Our curriculum is text based and many planned activities for the indoor and outdoor areas will draw on ideas from the focus text we are sharing. We will have daily story time sessions; the children will learn the story structure and we will discuss characters feelings at certain points in the story.

Alongside our focussed texts we will introduce 'Grandma Fantastic words' which will allow the children to widen their vocabulary and language, encouraging them to incorporate these words when retelling stories and events and promoting speaking in simple sentences.

Adults will frequently model reading and writing in a variety of contexts both indoors and outdoors. We have focussed shared texts each week that we will focus upon and link with the children's interests.

Mark making opportunities are available daily for the children to access independently during both linked and continuous provision. Children will be encouraged to explore using one handed tools and equipment to create their own meaningful marks and representing their own ideas and experiences. This then will develop into writing simple letters and practising writing their own name – when they are ready.

We have daily phonics sessions to encourage children to develop their listening and attention skills. We will focus upon developing the children's phonological awareness skills e.g., listening to various sounds, creating sounds with our bodies, recognising rhythm and rhyme in spoken words and texts and basic segmenting and blending skills etc in preparation for learning individual letters in Foundation Stage 2.

Assessment Links

Literacy

Birth – 3 Years

- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

3-4 Years

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.
- Write some letters accurately



Magical Me!

Links to Foundation Stage 2 Curriculum

Reception – Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

Reception – Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.

Provision

- ✓ We will constantly model reading and treating books with respect.
- ✓ There are a variety of different books, both fiction and nonfiction, available for children to look at and read around the classroom.
- ✓ Name cards will be visible daily, and children will self-register by recognising their name.
- ✓ We have specific reading areas within the classroom both indoors and outdoors for the children to independently access and enjoy reading and looking at their favourite and most loved books. These books will also link with our theme and the children's interests.
- ✓ 'Grandma Fantastic words' will be displayed around the classroom with pictures and relevant resources as visual prompts to encourage the children to use new vocabulary.
- ✓ We will constantly model reading to the children and discuss key vocabulary.
- ✓ We will have a range of writing/mark making activities available for the children to access independently.
- ✓ We will have various writing materials and one-handed tools available for the children to experiment with both indoors and outdoors.





Magical Me!

Mathematics - Specific Area

Overview

Maths will be taught linked to the key texts, as well as discrete teaching sessions linked to our whole school 'Big Maths' scheme of work. Children will recite number names from songs and books and then practise ordering and recognising numerals. The children will focus upon a number a week and begin to understand the value of a number, how the number is represented in a variety of ways and understand simple facts linked to each number. Basic skills in mathematics will be covered and taught throughout whole group sessions and throughout the continuous provision including: cardinality and counting, comparison, composition, pattern, shape and space and measures.

The children will be encouraged to count out different objects across the provision and teaching activities will be planned to develop basic number skills in preparation for longer focussed Big Maths sessions in Foundation Stage 2.

Shape, Space and Measure will be taught linked to stories (ordering sizes and measuring objects). Shapes will be displayed across the provision and children will be encouraged to make patterns and build with these.

We will have access to sand and water both indoors and outdoors to explore capacity – filling and emptying various sized containers and developing mathematical language such as comparisons e.g., full, half full, empty etc...

Assessment Links

Mathematics

Birth -3 Years

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeezing selves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

3-4 Years

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc...
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Magical Me!

Provision

- ✓ Numbers will be seen around the provision in various areas of learning.
- ✓ Counting equipment will be available for children to use and explore with.
- ✓ A number floor book will be available for the children to look at and add their own pictures/facts about each number of the week.
- ✓ A number of the week display will be interactive and accessible for the children and adapted weekly relating to each specific number. This will also celebrate number facts that the children have learnt linked to each number.
- ✓ We will have shape pictures and names up around the provision.
- ✓ 2D and 3D shapes will be available in the provision to make patterns and shapes with.
- ✓ Measuring and weighing equipment will be available for children to measure a variety of different objects in both the sand and water trays.

Links to Foundation Stage 2 Curriculum

Reception – Mathematics

- Count objects, actions, and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Continue, copy, and create repeating patterns.
- Compare length, weight, and capacity





Magical Me!

Understanding the World -Specific Area

Overview

As we get to know the different members of the class, we will learn about the interests we share with one another but also understand that not everyone likes the same things. We will talk about our own families as we share our family photographs, talk about our homes and where we live.

We will learn about festivals and celebrations such as Bonfire Night, Halloween, and Remembrance Day and how these are celebrated. We will learn about Christmas and talk about our family traditions.

We will go for walks around our school grounds and in visit Beverley Westwood to notice seasonal changes in the environment. We will pay attention to animals and insects that we see. We will feed the birds in our outdoor area and take photos of any visitors we have.

During the term we will be able to explore using our senses to investigate various textures, smells, sights, and sounds. This will enable us to focus on the various parts of our bodies and what each part does. We will be able to carry our simple science experiments linked to our senses and bodies and give predictions about what we think may happen.

Assessment Links

Understanding The World

Birth – 3 Years

- Explore materials with different properties.
- Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people

3-4 Years

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Explore and talk about different forces they can feel.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Links to Foundation Stage 2 Curriculum

Reception - Understanding The World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Understand the effect of changing seasons on the natural world around them.

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.



Magical Me!

Provision

- ✓ Autumn items will be collected and displayed in the classroom area for the children to explore and investigate.
- ✓ Children will look at different pictures of autumn and describe what happens to the trees and plants.
- ✓ Children will access to iPads to take pictures and complete simple programs.
- ✓ The children will have access to the Interactive board within the classroom to play on interactive games and age-appropriate educational apps available.
- ✓ We will talk about the changes that happen since we were babies as we grow and get older e.g., what features are the same/different?
- ✓ Sorting activities will be available for the children to sort into given criteria e.g., babies/adult clothing etc.
- ✓ Old and new toys will be displayed for the children to compare the similarities and differences between the toys they have today at home.
- ✓ We will talk about appropriate seasonal clothing, materials and keeping warm.





Magical Me!

Expressive Arts and Design – Specific Area

Overview

The children will have weekly PE sessions where they will be taught to move to the beat and rhythm of the music. The children can use musical instruments to play and tap along to the songs and explore the sounds that they make. We will also have music sessions linked to our music scheme of work within school (Charanga) where the children will be able to comment on various sounds and instruments heard, learn to sing new songs, and try to keep to a steady beat.

The first half term art focus in EYFS will be linked to painting and exploring painting techniques using various sized brushes. The children will have opportunities to explore mixing colours together in a variety of contexts and creating their own Kandinsky picture using some of the techniques focussed on in their art sessions.

The second half term will be linked to making sculptures, where the children will explore and create simple structures using a variety of materials and techniques. The children will have access to different materials and can create their own models using recycled items.

Assessment Links

Expressive Arts and Design

Birth – 3 Years

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas

3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Explore colour and colour mixing
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas and down, down, and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.



Magical Me!

Links to Foundation Stage 2 Curriculum

Reception – Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills.
- Listen attentively, move to, and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Reception -Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
 - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Provision

- ✓ We will create a stage outside and children can share their talents and perform for an audience.
- ✓ We will have instruments available for the children to investigate, sing songs and experiment with.
- ✓ We will have available a variety of joining materials e.g., glue, paste, cello tape etc...for the children to investigate and notice which material is appropriate and fit for purpose.
- ✓ The children will have access to a variety of recycled materials and craft materials in our construction and creative areas.
- ✓ We will create props from the stories we share to enhance the writing area so that the children can create their own mini stories.
- ✓ The children will be able to explore colour and paint in a variety of contexts using the easels and various sized brushes, tools, and paper.
- ✓ Printing equipment will be available for the children to focus upon techniques and ways in which patterns and shapes can be formed through a variety of media and materials.
- ✓ Prime and secondary colours will be available for the children to use and explore mixing together, promoting opportunities to investigate and observe closely the marks they make.
- ✓ A range of drawing and mark making tools will be made available for the children to develop their drawing and fine motor skills. Each term the children will draw a picture of a still life e.g., flowers, plants, natural objects etc, to focus on progression of physical skills and own representations of objects.

