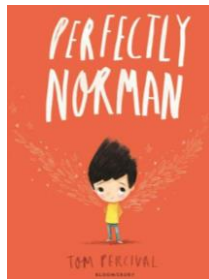
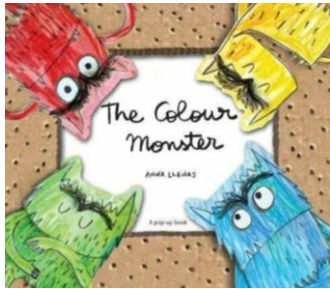




Magical Me!



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. They will follow class routines, learn about our school rules, and build friendships. The children will gain confidence talking about past and present events in their own lives and in the lives of people who are important to them.

During the second half term, we will talk about what makes us unique, begin to understand similarities and differences between themselves and others and celebrate a variety of festivals and special events.

Although we have ideas of what we will cover through this topic, the joy of the Early Years Foundation Stage is that we plan from the children's interests, fascinations and questions and so adult led activities, and enhancements added to the continuous provision will be adapted in line with the children.

Curriculum Focus

Focussed attention will be placed on the prime areas: *Personal, Social and Emotional Development, Physical Development and Communication and Language.*

WOW Start

- The children will bring photos of their family and baby pictures into school to share during a special class circle (Autumn 1).
- School trip to York Castle Museum (Autumn 2)

Environment Enhancement

- Home corner (enhanced in line with festivals and celebrations e.g., Halloween, Christmas)
- Magical Me display; celebrating our school community.

Trips and Experiences

- Afternoon tea to celebrate *Grandparents' Day*
- Autumn trip to East Park
- Hull Fair, Halloween, Bonfire Night, and Remembrance activities
- School trip to the panto
- Christmas crafts afternoon with parents
- Christmas performance

Showcase

- Grandparents' Day
- Christmas performance
- Art display





Magical Me!

Prime Areas of Learning

Communication and Language Development

Overview

From the very first week in Foundation Stage 2, we will share a range of stories to establish a love of reading and a value of books. The children will be introduced to *The Colour Monster* and hear about how he struggled to sort out his feelings. Through focused attention to a different feeling each week, the children will gain the vocabulary and confidence to talk about their feelings.

The children will be encouraged to listen, and value stories being read to them. The children will be encouraged to anticipate events in the stories we share, make comments, and ask questions about the characters and plot. The children will use expression and actions when joining in with stories. The children will develop their own narratives using role play props, and puppets.

The children will take part in daily class circles and will listen to one another and be encouraged to respond with their own thoughts.

The children will play lots of listening games to lay the foundations to begin to *Little Wandle* Phase 2 phonics straight away. The children will join in singing nursery rhymes, and this will help them to hear the sounds and syllables in words to support preparation for early reading. The children will be supported to gain confidence asking and answering questions.

During our focused literacy sessions, Grandma Fantastic will arrive with a basket full of new words and the children will ask, "Grandma Fantastic what's in your basket?" The words Grandma Fantastic brings are always trickier than the words the children would come up with themselves. Newly taught vocabulary will be explicitly introduced and frequently modelled and referred to, by adults, to support the children to make connections and to ensure the new vocabulary 'sticks'. Through our 'chotting' sessions the children will be encouraged to think of their own vocabulary and focus time will be given to experimenting with words and listening to how they sound. The use of rich vocabulary will be woven into all areas of the curriculum and really celebrated within the setting.

The children will regularly take part in oral storytelling to support oracy and later lead into writing.

Assessment Links (end of year expected level of development)

ELG: Listening, Attention and 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.

ELG: Speaking

- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.

Provision

- ✓ We will have a cosy reading corner with a selection of banded books, recommended reads and copies of our current text to share.
- ✓ We will create props, masks, puppets, and other role play items connected to the stories we are reading.
- ✓ We will encourage the children to listen to one another's stories within the provision.
- ✓ We will model speaking about ourselves and encourage the children do the same and listen to each other.
- ✓ A focus will be placed on listening to and following instructions (playground games, routines).
- ✓ We will have a roleplay home corner and encourage talk.



Magical Me!

- ✓ We will have resources available to promote open ended small world play, sand/water play, open ended resources in our construction area and lots of opportunities for messy play to encourage talk.
- ✓ The children will be explicitly introduced to the vocabulary for the areas inside the classroom and outdoors and this will be modelled consistently by all staff.



Magical Me!

Prime Areas of Learning

Physical Development

Overview

The children will have lots of opportunities to develop their gross and fine motor skills through adult led and independent activities. Whilst playing in our outdoor area the children can create large scale pictures (such as self-portraits) using coloured water and paintbrushes. The children will sweep with big brushes in the yard, create large movements whilst swirling ribbons, use flipper flappers when counting, and use forwards and backwards movements when cleaning with sponges and rollers. The children will experiment using one handed tools, such as cutlery, glue spreaders and paintbrushes. The children will practise retracing vertical lines, tracing over letters and developing scissor skills.

The children will have a focused P.E. lesson once weekly; initially playing games to promote turn taking, body awareness and listening skills and then in Autumn 2 focusing on dance.

The children will develop their spatial awareness whilst exploring their new classroom environment, listening to, and using positional language and playing team games outside which involve directions. We will have a variety of activities to increase dexterity available in our *Funky Fingers* area; these activities will include using tweezers to remove counters from hair gel, tying knots in string, threading beads onto spaghetti etc. During the Autumn Term, the children will join in with regular *Dough Disco* sessions and build their finger strength whilst rolling, squeezing, squashing, and moulding playdough and other materials in our malleable station. The children will have fun during messy play exploring materials such as gloop, shaving foam etc.

Using the children's baby photographs, we will talk about how our bodies have grown and changed and whilst reading the text *'Funny Bones'* we will explore and label body parts.

Links to KS1 Curriculum

Science

Animals including Humans

- To be able to talk about how we have changed (baby/toddler/school age)
- To be able to identify parts of the body.

History

- To be able to talk about their own timeline.

Assessment Links (end of year expected level of development)

ELG: Gross Motor Skills

- 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.

ELG: Fine Motor Skills

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

Provision

- ✓ We will have large sweeping brushes, paint rollers etc in the outdoor area for large and small movements.
- ✓ We will have stilts, a selection of balls/beanbags, bikes, and scooters in our outdoor area.
- ✓ We have malleable materials that offer resistance to build finger and wrist strength. The children can also explore using rollers, cutters, extruders etc.
- ✓ Regular *Dough Disco* sessions
- ✓ We will have activities available in the *Funky Fingers* area to promote fine motor control and hand/eye coordination and may involve chopping, threading, moulding, small construction etc.
- ✓ Large and small construction areas
- ✓ We will encourage name writing and mark making using a range of materials.
- ✓ Daily access to the climbing apparatus in the outdoor area.



Magical Me!

Prime Areas of Learning

Personal, Social and Emotional Development

Overview

We will work in our class groups to create a class charter and these expectations will be visible and referred to throughout the day as the children settle into their new classroom. The children will gain understanding of our motto 'Kind Hands, Kind Feet and Kind Words' and this will be referenced throughout the day. The children will become familiar with the school rules and follow 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 or experiences. To support the children's emotional literacy, whilst sharing our special text *The Colour Monster*, we will explore the feelings of happiness, anger, fear, calm, and sadness and encourage the children to share how they are feeling. With guidance and support, children will begin to recognise that all these feelings are normal and can change many times throughout the day. Once children can recognise and name their feelings, adults will model techniques to manage our feelings such as deep breaths when feeling angry.

The children will talk about the characters in our books; thinking about the right and wrong choices they make, imagine how characters may feel at different parts of the story and draw on their own experiences for example, during story time, whilst sharing *Giraffes Can't Dance* the children will think about how Gerald might feel when the other animals laugh at him and think about how they should behave instead. We will model being restorative and encourage children to think about how they feel, seek solutions and repair relationships.

The children will meet our Jigsaw friend Jenie and have weekly *Jigsaw* lessons covering *Being Me in My World* and *Celebrating Difference*.

Links to KS1 Curriculum

Being Me in My World

- To understand my role within the class.
- To understand rewards and consequences.

Celebrating Differences

- To identify similarities and differences between myself and others.
- To understand what bullying is and how you can deal with it.

Assessment Links (end of year expected level of development)

ELG: Self-Regulation

- 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;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivities to their own and to others' needs.



Magical Me!

Provision

- ✓ We will have our class charter clearly visible.
- ✓ We will have class marbles and the children will work in groups to collect as many marbles as they can.
- ✓ Inspired by our class text *The Colour Monster* each class will work together to decorate feelings jars and the children will be encouraged to check-in with how they are feeling.
- ✓ We will use puppets to model social stories and share ideas about how to solve problems.
- ✓ We will use images, items of curiosity and pose questions to encourage talk during our class snack times (shared snack time initially and then progress to self-service in line with the children).
- ✓ We will encourage the children to make faces to show different emotions whilst looking in a mirror.



Magical Me!

Specific Areas of Learning

Literacy

Overview

In F2, we 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. Through daily story time sessions, the children will learn about the structure of stories, understand the role of the author and illustrator and we will discuss characters' feelings at certain points in the story. When sharing stories, we will draw out key vocab and explicitly explore this - celebrating when the children then use exciting vocabulary independently. The children will read stories in our cosy book corner, turning the pages correctly and talking about the pictures. Some children will recite familiar stories that have been read to them many times and join in with actions and repeated refrains. As well as topic related books, we will also share recommended reads such as *Goodnight Moon*, *Owl Babies*, *The Gruffalo* and *Whatever Next!* To celebrate *World Nursery Rhyme Week*, we will join in with nursery rhymes, use Charanga to learn *The Grand Old Duke of York* and listen carefully to spot the rhyming words.

Adults will frequently model reading and writing and children will have weekly one-to-one or small group writing sessions. The children will have daily phonics sessions in their key worker groups and four focused literacy sessions a week, based on our writing scheme *The Write Stuff*.

The children will have access to a wide range of mark making materials such as pens/coloured pencils of different thickness, a range of paper for writing on (books/post its/laminated speech bubbles/long sentence strips etc). The children will gain confidence recognising their names and attempt to copy them. As the children gain confidence they will be supported and encouraged to create their own pieces of writing; using writing prompts, writing initial sounds, and attempting to write labels.

Assessment Links (end of year expected level of development)

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- 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.

ELG: Writing

- 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.

Provision

- ✓ We will have a variety of banded books, familiar books, high interest books and books related to the topic, available in the provision for children to explore, share and enjoy themselves.
- ✓ We will constantly model reading to the children.
- ✓ We will introduce new vocabulary each week and add this to our vocabulary display.
- ✓ We will have various writing materials available for the children to experiment with.
- ✓ Children will recognise their name card to self-register.
- ✓ We will have name cards, pictures/CVC words to post, magnetic letters to build words etc.
- ✓ We will have labels in the environment and resources such as phonic mats and alphabet mats.



Magical Me!

Specific Areas of Learning

Mathematics

Overview

The children will have four *Big Maths CLIC* sessions a week to build secure number sense through practising counting, learning number facts and subitising. We will practise counting from 0 to 10, count objects and learn our first *Learn Its* $1+1=2$, $2+2=4$, $3+3=6$, $4+4=8$ and $5+5=10$. To build firm number sense, we will begin Autumn 1 focusing on each number (1-10) in turn as we introduce them to the children and encourage lots of discovery and play as we explore the 'oneness' of one, the 'twoness' of two etc. The children will look at numbers of personal significance including door numbers, our ages and ages of their siblings and look out for numbers in our environment. Later in the year, we will begin to make links and use our number skills to solve calculations. All our maths sessions are practical - involving songs, physical movement, actions, and tactile resources.

In addition to CLIC sessions, we also teach one *Wider Maths* session each week and draw on other objectives during other taught sessions (e.g., practising making a whole turn during P.E.) and as an adult focus during continuous provision (e.g., exploring 'hot and cold'). The children will be invited to make faces using a variety of different shapes and be encouraged to describe the shapes that have used. We will create and describe patterns using items we find during our walks outside, creative craft materials and maths resources.

The children will learn lots of catchy number songs such as *One, Two Three, Four, Five, Once I Caught a Fish Alive, Little Numbers etc.*

Assessment Links (end of year expected level of development)

ELG: Number

- Have a deep understanding of numbers 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 doubling facts.

ELG: Number Patterns

- 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.

Provision

- ✓ Each class will have their own birthday display board.
- ✓ We will talk about what day of the week it is and what the weather is like during our daily class circles and decide what clothes we need to wear when going outside.
- ✓ We will encourage the children to select and use resources when counting.
- ✓ We will have a variety of maths resources available in provision for the children to explore and follow their own fascinations e.g., natural resources for counting/creating patterns in the small world, a variety of different sized jugs, buckets in the sand/water area.
- ✓ We will have weighing equipment and measuring resources in our home corner roleplay area for the children to compare sizes.
- ✓ We will have a range of different media for the children to create their own patterns and describe them.
- ✓ The children will have access to a range of 2D and 3D shapes.
- ✓ Ipads will be available for children to take photos of numbers/shapes and patterns they find in the environment.



Magical Me!

Specific Areas of Learning

Understanding of the World

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 gain 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 Christmas and talk about our family traditions but also discover how Christmas is celebrated across the world.

We will go for walks around our school grounds and notice changes in the environment during autumn. We will visit East Park and our Longhill *Woodland Walk* to collect autumn leaves and conkers and use these to inspire artwork. 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 Harvest Festival, we will think about what is growing in our school grounds and plant herbs for the children to harvest and add to playdough and potions. The children will taste a variety of seasonal vegetables - exploring them with their senses. The children will bake cakes for our Grandparents' Day visit and decorate these.

We will learn more about *Halloween*, *Bonfire Night*, *Remembrance Day*, and *Advent* by celebrating together and giving the children the chance to talk about how they celebrate these at home.

Links to KS1 Curriculum

History

- To be able to understand that the past exists.
- To understand that we have celebrated events in the past, e.g., bonfire night, Remembrance Day.
- To be able to identify similarities and differences between objects from the past and the present.

Geography

- To be able to understand where I am in the local area.
- To know where I live.

Science

Animals including humans

- To be able identify some animal habitats in the local environment.
- To identify different sounds relating to the different seasons.

Seasonal Change

- To be able to identify that there are 4 seasons
- To be able to talk about and discuss the weather that they can see.
- To be able to see the seasonal changes.

Assessment Links (end of year expected level of development)

ELG: Past and Present

- 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between the natural world around them and contrasting environments, 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.



Magical Me!

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Provision

- ✓ We will create decorations for the different festivals and celebrations we learn about.
- ✓ We will create an autumn discovery table.
- ✓ We will set a challenge for children to photograph/find examples of autumn in the outdoor area.
- ✓ The children can take pictures of their new friends using the iPads.



Magical Me!

Specific Areas of Learning

Expressive Arts and Design

Overview

Throughout the term we will learn a range of songs to celebrate events and themes such as *World Nursery Rhyme Week*, autumn, and Christmas. The children will have weekly Charanga lessons; during which they will be encouraged to find the pulse and move in response to music, share their ideas and opinions about different pieces and learn new songs to perform. Whilst sharing *Perfectly Norman*, the children will explore how the characters feel at different points in the story and make connections to how *The Colour Monster* felt and how he moved his body to show emotions. The children will be encouraged to create their own dances, with a partner or in a group, and perform these in our stage area. The children can use the musical instruments available to play and tap along to songs and even make their own.

The children will design and make their own creations using junk modelling materials and will be encouraged to think carefully about the different materials they use.

During the first half term, we will focus on painting by exploring colour mixing to create a variety of shades, painting with sponges, tools, fingers etc. We will use natural resources to make our own paintbrushes and explore the marks made using these. During the second half term, we will focus on sculpture, and the children will explore and create simple structures using a variety of materials (including recycled items) and be taught various joining techniques. We will showcase our developing skills by creating paintings and sculptures and display these in the main hall.

To celebrate Christmas, parents will be invited into school for our nativity play! The children will help to create props, retell the nativity story, and join in to sing the songs.

Links to KS1 Curriculum

Painting

- To be able to identify primary and secondary colours.
- To be able to use colours for a purpose.
- To be able to use a range of media.
- To be able to use a range of different sized paint brushes for different purposes.
- To be able to understand tones of colours.

Assessment Links (end of year expected level of development)

ELG: Creating with Materials

- 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.

ELG: Being Imaginative and Expressive

- 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 – move in time with music.

Provision

- ✓ We will create a stage outside for the children to share their talents and perform for an audience.
- ✓ We will have instruments available for the children to experiment with.
- ✓ The children will have access to a variety of junk modelling and craft materials.
- ✓ Children will be set challenges in the creative area and the children will then adapt these ideas as their confidence and imaginations develop.
- ✓ We will create props from the stories we share to enhance the writing area so that the children can create their own mini stories.








Magical Me!

Key Vocabulary

parents brother sister grandma grandad aunty uncle niece nephew cousin	past present old new older younger before after	poorly nervous confused embarrassed special unique similar different	autumn season changes habitat hibernation
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Autumn 1: Vocab from *The Colour Monster* *Explicitly introduced during taught literacy sessions*

<u>Vocab Set 1</u>	<u>Vocab Set 2</u>	<u>Vocab Set 3</u>	<u>Vocab Set 4</u>	<u>Vocab Set 5</u>
happy cheerful smiling delighted	Sad miserable gloomy blue	angry annoyed cross furious	afraid frightened scared anxious worried	calm peaceful tranquil
				

Autumn 2: Vocab from *Perfectly Norman* *Explicitly introduced during taught literacy sessions* (See *The Write Stuff* planning)

<u>Vocab Set 1</u>	<u>Vocab Set 2</u>	<u>Vocab Set 3</u>	<u>Vocab Set 4</u>	<u>Vocab Set 5</u>
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