

Link to Planning: Curriculum Overview

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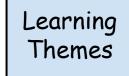
Fab Phonics



















Communication and Language Explore and Ask

Vocabulary:

Looking eyes, listening ears, lips closed, take turns, wait, hands up, indoor voice, volume (loud/ quiet), stop, superb sitting, legendary line, wonderful walking, manners, polite



Listening and Attention:

Play games which involve listening for a signal, such as 'Simon Says' Stop and listen carefully for environmental sounds Talk about sounds you can hear such as long, short, high, low. Know why it is important to pay attention when others are speaking Maintains attention, concentrates and sits quietly

Understanding:

Ask for help

Follow simple instructions

Listens and responds to ideas expressed by others in conversation or discussion.

<u>Speaking</u> Speak in full sentences Engage in conversations: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please",

"thank you" and "can I...?"

Home Learning:

Share a book together and encourage your child to predict possible endings

Physical: Health and Self Care

Home Learning

Acknowledge and encourage your child's efforts to manage their personal needs, and to use and return resources appropriately.
Promote health awareness by talking with your child about exercise, its effect on their bodies and the positive contribution it can make to their health.

•Discuss with your child why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.

Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still Physical:

Moving and Handling

Fundamental Movement: Gross Motor Skills

<u>Agility</u> Show increasing control over an object

Roll a ball, chase and collect it in a balance position facing the opposite direction. **Roll** a ball rolled by a partner and collect it in a balance position facing the opposite direction.

<u>Balance</u>

Stand still on one leg for 10 secs.

Floor contact: 1 hand, 2 feet down; 1 foot, 2 hands; 1 foot, 1 hand; 1 foot or hand; No hands or feet for 10 secs.

In a front support on knees, point to ceiling with one hand

<u>Coordination</u>

Sit and **roll** a ball along the floor around the body using 2 hands; Using 1 hand (right and left).

Stand and **roll** a ball down your legs and around your upper body using 2 hands **Experiment with different ways of moving**

Side step in both directions; **Gallop**, leading with either foot; **Hop** on either foot; **Skip**

Fine Motor Skills:

Use simple tools to effect changes to materials.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Begin to use anticlockwise movement and retrace vertical lines.

Personal, Social and Emotional

Vocabulary:

rights, responsibilities, rewards, charter, special, proud, consequences, hopes, fears, choices, recognition, dojo, EXPLOROSAUR, ASKARAPTOR, TRYATOPS, STICKOSAURUS, SOLVEOSAURUS REX, THINKODOCUS, SHAREONYX

Home Learning:

Ask your child to complete a 'job' to help your family e.g. make your bed, lay the table, help prepare a meal. <u>Self-confidence and Self-awareness:</u> Confident to speak to others about own needs, wants, interests and opinions.

Explore and talk about what they are learning, Ask others, valuing their ideas and ways of doing things. Describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour

Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of behavioural expectations in the school.

Making Relationships

Initiate conversations, attend to and take account of what others say.

Explain own knowledge and understanding, and ask appropriate questions of others.

Being me in my world: Self-identity; Understanding feelings; Being in a classroom; Being gentle; Rights and responsibilities

Celebrating difference: Identifying talents; Being special; Families; Where we live; Making friends; Standing up for yourself

Literacy Letters and Sounds: Phonics

Vocabulary:

Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Key Skills

• Transcription

Identify sounds

Recognise the representation (grapheme) of each sound Blend and segment sounds

• Handwriting

Sit correctly at a table, holding a pencil comfortably

• Composition

Orally break the flow of speech in to words Write own name

Word Reading

Read decodable words using phase 2 phonemes: s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss (24 phonemes) e.g. a, at, sat, pig, dog, sock, had, back, doll

Read the five tricky words known as 'Shark bites': the, to, I, no, go.

Word Writing

Hear and say the initial sounds in words Link sounds to letters Use some clearly identifiable letters to communicate meaning Represent some sounds correctly and in sequence using magnetic letters Segment and make a phonetically plausible attempt at spelling VC and CVC words using magnetic letters

Home Learning:

- Ask your child to be a sound detective and look for your sounds of the day in some old magazines/newspapers at home.
- Ask your child to complete their sound scrapbook
- · Ask your child to read their sound focus book, tuning into the focus sound

Literacy: Reading and Writing Narrative

Creating stories orally, on page and screen, that will impact on	Listen to an
listeners and readers in a range of ways:	which proved
Telling Stories	Story Struct
Writing	Viewpoint: A
Turn stories into play using puppets, toys, costumes and props;	Character &
imagine and re-create roles; re-tell narratives using patterns from	Setting
listening and reading; tell a story about a central character;	Listen to sta
experiment with story language by using familiar words and phrases	Know when a
from stories in retelling and play.	Recognise si
Attempt own writing for various purposes, using features of	typical story
different forms, including stories	Be aware th
<u>Key Skills</u> Put the main events of the story in the right order Retell the story in own words Hold my writing tool in my dominant hand between my thumb and two fingers	story. Storie their appear when charac with a repea Stories happ referring to

nd read a range of stories on page and screen ke different responses: cture Author: Narrator & Dialogue ories being told and read. a story has begun and ended. imple repeatable story structures and some y language, for example, 'Once upon a time...' hat books have authors; someone is telling the es are about characters; identify and describe rance referring to names and illustrations; notice cters are speaking in the story by joining in, e.g. ated phrase. pen in a particular place; identify settings by illustrations and descriptions.

<u>Home Learning:</u>

• Use the flashcards of all sounds learnt so far and practise these every day with your child. Choose one or two sounds to focus on each day and make some words containing these sounds, ask your child to read the words that you make ... are they real or nonsense alien words?

Mathematics: Numbers and The Number System

<u>Vocabulary:</u> Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough	Number and Place Value Recite numbers to 10 Say and use number names in rhymes and stories Count up to 10 moveable objects Count out up to 10 objects from a larger quantity Begin to match numerals to numbers of objects in a set Count up to 10 objects which cannot be moved Begin to understand 0	
<u>Key Skills</u> • Cardinality • Subitising • Conservation of number • Nominal values e.g. the number 7 bus is not necessarily the seventh one • 1:1 correspondence • Concept of zero	Rehearse counting back from 10 (eventually 20) including rhymes and songs Count actions or sounds Order numbers to 10 Addition and Subtraction: Sorting into Groups Explore composition (making numbers) Measurement: My Day Order and discuss the order of events during the school day	

Home Learning:

- Use number tracks in games (ensure there is variation e.g. horizontal, vertical, diagonal, ascending value and descending value)
- Sing number rhymes together (ten green bottles, five little ducks, ten fat sausages, five little aliens, five speckled frogs etc.)
- Create number books with your child e.g. 'My book of 6' and taking photographs, stamping numbers and objects in.

Understanding the World; People and Communities Me, My Friends and My Family

Vocabulary:

Family, special, people, mum, dad, step-mum, step-dad, grandma, grandpa, brother, sister, friend, relative, aunt, uncle, cousin, baby, guardian, parent, carer.

Key Questions:

What makes me special? What makes my friend(s) special? What do we like? What do we like even better? What do we dislike? What do we dislike even more?

What makes my family special? Is it small or large? Do we like any special foods? What things do we like doing best?

<u>Skills:</u>

Historical Interpretation

Talk about the photos on Tapestry.

<u>CL ELG: Speaking</u>

Use past, present and future forms accurately when **talking** about events that have happened or are to happen.

• Describe myself by describing things I like and dislike, and people I live with or am close to.

· Understand that we are all different and that we do not all want to be the same!

 $\cdot\,$ Recognise other children's particular likes and dislikes and learn to respect these.

Chronological Understanding Order and sequence familiar events. <u>M ELG: Shape, Space and Measures</u> Use everyday language to talk about time.

<u>Home Learning:</u>

• Talk to your child about what makes them special. We are all different: Each person has their own particular likes and dislikes, their favourites and their talents (special things they can do).

· Look at a photographs of each family member as a baby. Discuss how they are all different, that's what makes us special!

Understanding the World; The World Arctic, North Pole

Vocabulary:

Arctic, cold, ice, snow, iceberg, polar bear, map, World, white, blue, clear, float, ocean, fur, arctic fox, hare, seal, whale, freeze, hide, camouflage, scientists, sledge, deep

Key Questions:

Why do you think the Arctic is coloured white on a map?

What might this tell you about the weather in the Arctic?

Look closely at the pictures and see if you notice anything which most of these animals have in common.

Why do you think there are no people on the pictures?

<u>Skills:</u>

Locational Knowledge

Know about similarities and differences in relation to places Identify and describe features of the Arctic and of their local environment

Talk about the features of their own immediate environment and how environments might vary from one another. Suggest similarities and differences

Geographical skills and fieldwork

Use small world figures to **play** on large map mat and **see** the difference between land and sea.

Show an interest in atlases, maps, globes, treasure maps.

<u>Home Learning:</u> Draw a map from your home to school.

Understanding of the World: Technology Programmable Toys

Vocabulary

Device, app, program, website, iPad, tablet, computer, laptop, CD player, DVD player, game console, X box, playstation, wii, nintendo, disc, loading, play, stop, skip, pause, on, off, internet, camcorder, camera, keyboard, mouse, phone, printer, interactive whiteboard

<u>Websites, Apps and Programs</u> Use ICT hardware to interact with age-appropriate computer software. Numberblocks Alphablocks Phonics Play Teach your Monster to Read BBC Nursery Rhymes Let's Create App

<u>Skills</u>

Be aware that some devices need commands to operate and control them, e.g., traffic lights, car park barrier, and games consoles. Understand what commands are needed to control different devices, e.g., make a noise to activate a toy; press a button to make it work.

Be **aware** that the computer keyboard can be used to control objects on screen

Be **aware** that different choices made using a program on the computer can produce different outcomes.

Be **aware** that ICT sources, e.g., Espresso, Moodle, and the Internet can be used to find things out.

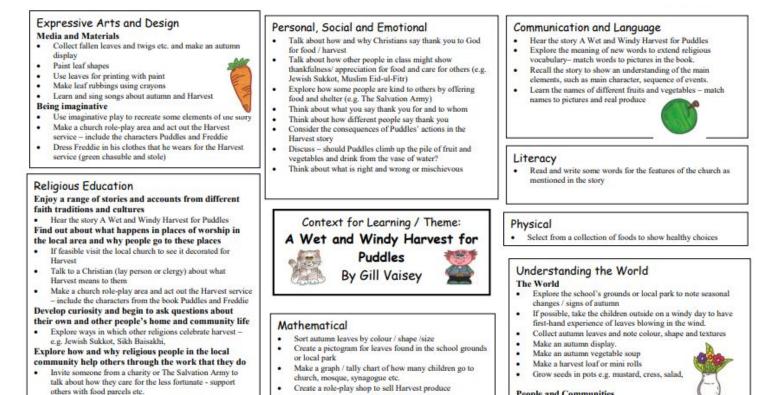
Be **aware** that information can be in different forms, e.g., video, pictures and sound, as well as text.

Know how to use simple tools on an interactive whiteboard, e.g., software and pen tools.

Home Learning

Electronic Toys - Making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Electronics in the Home - If your child shows an interest in an object such as DVD player, show them how to work it.

RE: A Wet and Windy Harvest for Puddles



Count and sort fruits and vegetables

Sort size of Harvest fruits and vegetables - smallest,

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biggest

Consider the rules and codes of conduct that they and

Look at a Christian Bible and talk about how it tells people

others follow which guide them in everyday life at

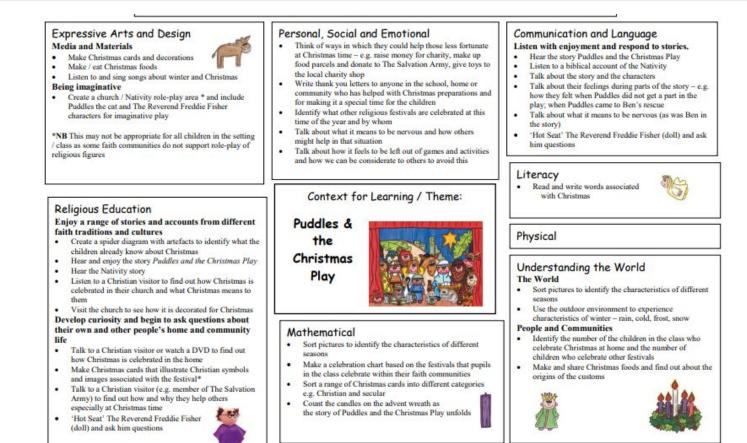
that they should care for one another

home and school

People and Communities

 Explore ways in which religious communities celebrate harvest - e.g. Christian Harvest, Jewish Sukkot, Sikh Baisakhi,

RE: Puddles and the Christmas Play



Expressive Arts and Design: Exploring and Using Media and Materials

<u>Vocabulary</u> Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch	Skills Paint Recognise and name the primary colours being used. Explore working with paint on different surfaces and in different ways i.e coloured, sized and shaped paper. Drawing Enclose a space using lines, and use these shapes to represent objects. Draw on different surfaces and coloured paper. Print	
Expressive Arts and Design: Being Imaginative	Create simple pictures by printing from objects. Sculpture Roll, cut, mould and carve with malleable materials	
 <u>Skills</u> Recognise and explore how sounds car 	<u>Musical Learning Focus</u> Listening and responding to different styles of music	

- Move to the sound of instruments.
- Move in time to the pulse of the piece of music being listened to and physically respond to changes in music.
- Select instruments based on the appropriate sounds for the intended purpose
- Christmas performance.

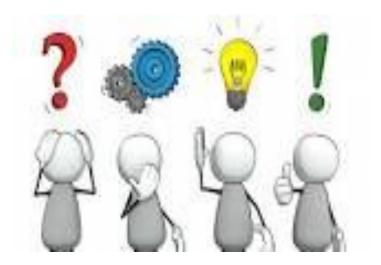
Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music

Learning to sing or sing along with nursery rhymes and action songs

Improvising leading to playing classroom instruments Share and perform the learning that has taken place

Developing curiosity...

- What did you do in school that was new today?
- Who did you meet today?
- Can you learn the names of the children in your class?





Big question: Are we all the same?