


Autumn 1	<h1>Year R</h1> <h2>What makes me special?</h2>	
----------	---	---

The Big Question ...

What makes me special?

The Big Idea (overview)...

Children will begin to develop their sense of identity and realise that we are different but that makes us special. We will explore themselves, their bodies, emotions, families, pets and how we all work together. This will also include settling into school and learning the rules and routines of the classroom and wider school.

Deep conceptual learning:	Why is this important to an RCPA child?
----------------------------------	--

The children will be able to describe and discuss themselves and their families, identifying similarities and differences between them. They will begin to know how they fit into the world around them.

We believe it is important for children to be aware of themselves, their families and how they fit into the wider world. We want to encourage children to think about themselves and how we can all be different but expecting of each other.

Links to prior learning:	Global Goals for Sustainable Development previously studied:
---------------------------------	---

Nursery:
 Autumn 1 – Animals – caring for pets
 Autumn 2 – celebrations – Harvest, Divali, birthdays etc
 Summer 1 – Food Glorious Food – healthy food
 Staff will also take into account information from transition meetings and adapt as necessary.


All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail

Termly Global Goals for Sustainable Development focus:


	
--	---

Key Questions:	Metacognition:
-----------------------	-----------------------

What makes me special?
Who is in my family?
What similarities are there between me and my friends?
What differences are there between me and my friends?
How are our bodies special?
What does my body look like in the inside?
How do we look after ourselves? What can do you by yourself?
How can we help others?
Why is it important to help others?
What pets do we have at home? How can we care for them?
What animals might visit our homes/school at night?







Non Negotiable Ned
 - Following Ned's
 rules



Communicating Claude
 - Following talk
 rules

Oracy and Communication:

 Physical	 Linguistic	 Cognitive	 Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking

Ideas for Oracy and Communication
 Would you rather – linked to Literacy stories
 How we can change stories
 Talking in full sentences
 Discussion around stories shared linked to own experiences

Building the Community:

Look at different cultures and religions within our community e.g. how is Divali/Harvest/Remembrance Day/Bonfire Night celebrated

Change / Personal Growth:

How we change and grow. Link to teeth – why do we lose our baby teeth?

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Goldilocks and the Three Bears
 The Little Red Hen
 Funnybones
 Books linked to senses, bodies, (Usborne My Body book)
 The Colour Monster
Books that promote diversity:
 All Are Welcome by Alexandra Penfold
 I Am Enough by Grace Byers
 The New Small Person by Lauren Child
 The Name Jar by Yansook Choi
 So Much! by Trish Cooke
 Julian Is a Mermaid by Jessica Love
 The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad
 I Love My Hair! by Natasha Anastasia Tarple

Key Vocabulary:

Parts of the body – decay, clean, baby teeth, cavity, healthy,
 Family related words – brother, sister, Mum, Dad, step-Mum/Dad, grandparent, auntie, uncle, belonging, similar, different, responsible
 Emotions – sad, happy, upset, angry, tired, confused, excited

Key Experiences:

Nurse/dental nurse or dentist to visit
 Visit from a chicken link to Literacy
 Lots of practical experiences e.g. baking bread



And Tango Makes Three by Justin Richardson

Opportunities for revisiting learning in the future:

Year 2 – Superheroes – special people

Area of learning		Children could...	Children in Reception will be learning to...
Personal, Social and Emotional Development	Self-Regulation	<p>Weekly Jigsaw Puzzle sessions ‘Being me in my world’– new beginnings = Settling in to school</p> <p>Ongoing – adults to model appropriate indoor, outdoor, tuff spot and role play corner behaviour</p> <p>Introduce visual timetable and areas eg writing table, tuff spot, role play, book area etc</p> <p>Getting to know each other and our way around the class and school, feelings.</p>	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.

Roundswell Community Primary Academy

		<p>Ongoing - Discuss any issues arising within cohort, e.g sharing, being kind etc.</p> <p>Circle times – emotions. What makes us feel different emotions and how we can change</p> <p>Circle time & games to get to know each other</p> <p>Recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	
	<p>Managing Self</p>	<p>Jigsaw – new beginnings = Settling in to school</p> <p>Ongoing – adults to model appropriate indoor, outdoor, tuff spot and role play corner behaviour</p> <p>Getting to know each other and our way around the class and school, feelings.</p> <p>Circle times – emotions. What makes us feel different emotions and how we can change</p> <p>Global links - Why is water important? How can we save water? E.g. turn off taps when brushing teeth,</p>	<ul style="list-style-type: none"> ● 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. ● Manage their own needs. ● Know and talk about the different factors that support their overall health and wellbeing: ● Physical activity ● Healthy eating ● Toothbrushing ● Sensible amounts of screen time ● Having a good sleep routine ● Being a safe pedestrian
	<p>Building Relationships</p>	<p>Rules and routines</p>	<ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Think about the perspectives of others.

Roundswell Community Primary Academy

		<p>Ongoing – adults to model appropriate indoor, outdoor, tuff spot and role play corner behaviour</p> <p>Introduce visual timetable and areas eg writing table, tuff spot, role play, book area etc</p> <p>Ongoing - board games available and adults to model turn taking and game play.</p> <p>Come up with class rules and expectations and create a display using their ideas – reiterate TELLING THE TRUTH</p> <p>Circle times – emotions. What makes us feel different emotions and how we can change</p>	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions (RCPA Geography Curriculum)
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p>	<p>Promote active listening skills e.g. use Non-negotiable Ned puppet</p> <p>Listening to stories about starting school, friendship and different feelings</p> <p>Begin to extend attention time by gradually extending whole class/group sessions</p> <p>Sing familiar songs</p> <p>Register & listening and talking carpet checklist</p> <p>Create our own story – listening to the people before you and then adding the next part which makes sense</p>	<ul style="list-style-type: none"> • <u>Talk about listening and why it is so important</u> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Listen attentively, move to and talk about music, expressing their feelings and responses.

		<p>Sharing core task – on Tapestry. Listen to other peoples homework activities</p> <p>Listening games & activities</p> <p>Oral blending and segmenting games and activities</p> <p>Create a digital picture and add a voice over the top</p>	
	Speaking	<p>Lots of discussions about favourite activities in school</p> <p>Extending vocabulary by supporting individuals (add words when relevant)</p> <p>Extending vocabulary through discussions during messy activities – what things feel like</p> <p>Circle time & games</p> <p>Describe the patterns e.g. make a fruit kebab, what will come next?</p> <p>Link to Maths e.g. what do you have 2 of in your body? Talk about symmetry. How can we order these bones by size? How do you know this is the largest pumpkin?</p> <p>Creating our own story – listening to the people before you and then adding the next part which makes sense</p> <p>Sharing core task – on Tapestry. When photos/videos showing on Tapestry –</p>	<ul style="list-style-type: none"> • Learn new vocabulary (this is relevant in all areas) • 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. • Develop social phrases. • Use new vocabulary in different contexts. • Comment on images of familiar situations, events, objects, buildings in the past. (RCPA History Curriculum) • Compare and contrast characters from stories, including figures from the past. (RCPA History Curriculum)

Roundswell Community Primary Academy

		<p>tell us about them and what they did. Adding extra info</p> <p>Asking and telling adults when you need help</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Dictate short, clear sentences into a digital device. Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p>	
<p>Physical Development</p>	<p>Gross Motor Skills</p>	<p>GS4PE – Introduction to PE Unit 2</p> <p>Large pieces of paper for large movements</p> <p>Colouring and decorating a butterfly/dragonfly for class display</p> <p>Hand prints – for Jigsaw charter</p> <p>Fun Fit activities within PE Sessions</p> <p>Class rules and routines – linked to safety</p>	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing ● 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. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.



			<ul style="list-style-type: none">• 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 and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian• Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">- lining up and queuing- mealtimes- personal hygiene
--	--	--	--

	<p>Fine Motor Skills</p>	<p>Pouring – potions</p> <p>Using toilet independently</p> <p>Washing hands independently</p> <p>Shoes and socks on and off for PE</p> <p>Putting on coat, putting on jumper and taking off</p> <p>Stirring and mixing to make messy activities – slime, messy goo, playdough, jelly</p> <p>Making bread dough and kneading into a roll</p> <p>Playing with playdough, slime, messy goo & jelly in the outdoor kitchen</p> <p>Introducing pencil grip and control with correct letter formations</p> <p>Scissor activities</p> <p>Use a mouse, touch screen or appropriate access device to target and select options on screen.</p> <p>Play on a touch screen game and use computers/keyboards/mouse in role play</p> <p>Type letters with increasing confidence using a keyboard and Mini Surface.</p> <p>Move and resize images with my fingers or mouse.</p>	<ul style="list-style-type: none">• 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.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)
--	--------------------------	--	--

Roundswell Community Primary Academy

Literacy	Comprehension	<p>Sharing stories at different times of the day and talking about the characters, events and problems</p> <p>Reading, enjoying, talking about the stories e.g. what parts we like</p> <p>Use story sacks to tell a familiar story</p> <p>Puppets/characters to retell story in own words, order the story</p>	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Word Reading	<p>Reading, enjoying, talking about the stories e.g. what parts we like</p> <p>Enjoying sharing stories and reading independently – ensuring books are handled carefully</p> <p>Oral blending and segmenting games and activities</p> <p>Begin RWI – set 1 sounds</p> <p>RWI – word time 1 & 2</p>	<ul style="list-style-type: none"> • 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.
	Writing	<p>Encourage mark making – potions, independent writing books, coloured paper, potion order forms etc</p> <p>Name writing</p> <p>Tally marks for potion ingredients</p>	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly.

Roundswell Community Primary Academy

Mathematics	Number	<p>Numicon – introduce and use</p> <p>Lots of games with numicon to familiarise the children with shapes and colours</p> <p>Number Bingo game</p> <p>Subitise 1-5</p> <p>Lots of counting games and activities</p> <p>Interactive whiteboard games – ladybirds – matching spots to amounts</p> <p>Paws and ladybird game – matching quantity to numeral</p> <p>White Rose Autumn 1 ‘Just Like Me’ - match and sort, compare amounts, compare size, mass and capacity, explore pattern.</p>	<ul style="list-style-type: none"> ● Count objects, actions and sounds. ● Subitise. ● Link the number symbol (numeral) with its cardinal number value. ● Count beyond ten. ● Compare numbers. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers.
	Numerical Patterns	<p>Finger counting</p> <p>Number songs – counting on and back</p> <p>Towers with multilink – which one has more/less etc</p> <p>Making number lines with numicon and numbers 1-5/10</p> <p>Ordering number line on maths display (use photos of the children) and matching numicon to the number line</p> <p>White Rose Autumn 1 ‘Just Like Me’ - match and sort, compare amounts,</p>	<ul style="list-style-type: none"> ● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. ● Continue, copy and create repeating patterns. ● Compare length, weight and capacity.

Roundswell Community Primary Academy

		<p>compare size, mass and capacity, explore pattern.</p>	
<p>Understanding the World</p>	<p>Past and Present</p>	<p>As we get to know each other – children to tell about their families. Look at photographs and share.</p> <p>Talk about what they enjoyed doing at Nursery</p> <p>Share weekend news</p> <p>Talk about families and homes – have you always lived there?</p> <p>Things they enjoy doing at home</p> <p>When you were a baby did you have hair/teeth? Why not? Is this the same as your friend?</p>	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • 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.
	<p>People, Culture and Communities</p>	<p>Discovery RE Weekly Lesson Aut 1- What makes people special?</p> <p>Talk about themselves and others and look for similarities and differences</p> <p>Talk about how we look after our bodies e.g. tooth brushing, washing, healthy eating etc</p> <p>Looking at change in potions, slime, jelly, messy goo etc</p> <p>Discuss what happens and how it changes</p>	<ul style="list-style-type: none"> • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (RCPA RE Curriculum) • Recognise that people have different beliefs and celebrate special times in different ways. • Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, sleep routine, being a safe pedestrian etc • Know about similarities and differences between themselves and others

Roundswell Community Primary Academy

		<p>Mouse and keyboard skills using mini surfaces</p> <p>Exploring a range of games</p>	
	<p>The Natural World</p>	<p>Seasons and change – Autumn - go on an Autumn walk, collect leaves , pine cones and conkers etc</p> <p>Talk about weather and the clothes we wear when it is cold and wet</p> <p>Discuss Harvest festival</p> <p>Make clay/salt dough faces and natural materials with different emotions and attach to the bark of the tree/fence</p> <p>Draw pictures from close observation e.g. chickens</p> <p>Identify and use vocabulary for the different types of weather.</p> <p>Global links - Why is water important? How can we save water? E.g. turn off taps when brushing teeth, use a bowl to wash up not a running tap. Can we drink any water? E.g. dirty, cloudy etc. Why not? Look at setting up a water butt to save water in the school grounds for the outdoor kitchen. How do you save water at home?</p>	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum) • Recognise some environments that are different to the one in which they live. • Make observations of animals and plants and explain why some things occur and talk about changes
<p>Expressive arts and design</p>	<p>Creating with Materials</p>	<p>Butterfly/dragonfly – design and colour with their photo on for class display/lockers</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise

Roundswell Community Primary Academy

		<p>Making play dough, slime, goo, jelly etc</p> <p>Harvest festival song & perform to rest of school/parents</p> <p>Self portrait - black and white and a painted version for 'theme'/learning journey books</p> <p>Explore mixing paint to paint a variety of different pictures e.g. linked to own interests, family members, Literacy characters etc. Using different sized brushes.</p> <p>Junk modelling using PVA glue to attach materials together. How to use a spreader effectively.</p> <p>Create masks and simple stick / finger puppets.</p> <p>Investigate patterns in the environment e.g. bark rubbings</p> <p>Use clay/salt dough to create a hedgehog/pets of own choice</p> <p>Create a simple digital collage and record my voice over a picture.</p> <p>Use a painting app and explore the paint and brush tools</p> <p>Look at collage faces e.g. Instagram Bristol Market Creative Club L A U R A - COLOURFUL MINDS on Instagram: "COLLAGE FACES These brilliant Collage Faces were made at one of a series of online workshops I did in collaboration with..."</p>	<p>thinking and activities, and to explain how things work and</p> <p>why they might happen.</p> <ul style="list-style-type: none">• 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.• Know about similarities and differences in relation to objects and materials.• Explore characteristics of everyday materials.• Safely use and explore a variety of materials.
--	--	---	---

Roundswell Community Primary Academy

	<p>Being Imaginative and Expressive</p>	<p>Singing daily as a class e.g. nursery rhymes, action songs, songs linked to bodies or feelings etc</p> <p>Weekly music lesson – Sing up Aut 1 I've got a grumpy face, The Sorcerer's Apprentice, Witch, witch, Row, row, row your boat</p> <p>Outdoor kitchen</p> <p>Exploring musical instruments and the sounds they make. How can we create our own natural instruments to go outside?</p> <p>Making play dough, slime, goo, jelly etc</p> <p>Role play and small world play linked to own experiences e.g. home corner</p> <p>Create an outside music/dance area with an area for dressing up clothes to be easily accessible</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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. • <p>(RCPA Music Curriculum)</p> <ul style="list-style-type: none"> • Listen to the music and mark the beat with actions. • Sing with a sense of pitch across a small range of notes. • Play instruments and use voices to explore feelings and moods. • Compose new lyrics with corresponding actions. • Listen and pitch match a call-and-response song. • Sing using a range of voices to adopt different roles and characters. • Improvise and play a simple accompaniment using percussion instruments by working together.
--	--	--	---