

Marvellous Me!

During this topic the children will explore themselves – their interests, qualities, features and find out about their peers. They will become familiar with their new environment, the expectations and values and feel like a valued member of their Reception class.

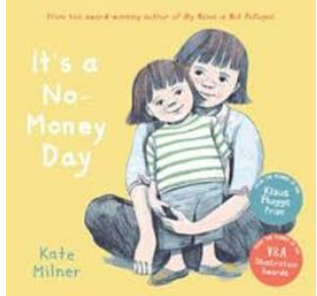
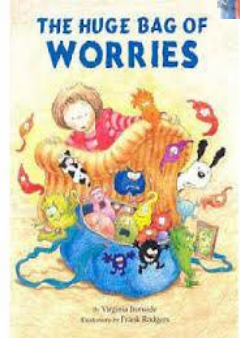
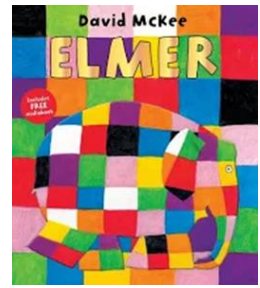
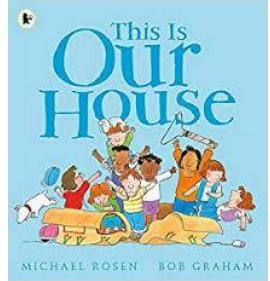
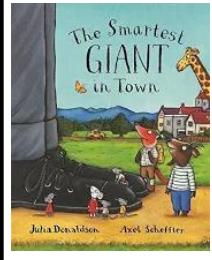
Intended learning:

- I can tell you what I like to do, my strengths
- I can describe what I look like
- I can tell you who is special to me and why
- I can talk about where I belong
- I can talk about what is special to me
- I can talk about where is special to me
- I can talk about how I am the same as my friends and how I am different
- I understand that not all families are the same
- I understand that people may have different beliefs and ideas that might be different to mine.
- I am beginning to understand the different feelings that I will experience
- I am learning to appreciate what we have and I am beginning to understand how we can help others who are not so fortunate.



Key skills:

- Independence
- Confidence
- Observation
- Self awareness
- Self regulating
- Empathy
- Cooperation



Vocabulary	
Similar	when some things are the same but not everything
Different	when things are not the same
Feeling	An emotion that we feel that could be happy/sad/excited/angry/frightened/surprised. Feelings can be caused by what is happening or has happened and who you are with.
Senses	To understand that we have touch, sight, taste, smell and hearing as our senses to support us in life.
Family	People who support and love you who you live with.
Community	a group of people living in the same place or having certain attitudes or interests in common.
Values	things that you believe are important in how you live and work.
Beliefs	what you believe to be true. Your faith.
Opinions	your view and voice.
Charity	An organisation that helps others who are in need.

Vocabulary Challenge words:
Perseverance – keep on trying
Resilience – being able to bounce back
Unique – different – nothing else is the same

Marvellous Me!



Communication and Language:

Recreating own experiences and interests when exploring areas of provision.
Extends vocabulary
Responds to instructions
Maintains attention
Uses language to imagine and recreate roles.
To become familiar with three traditional tales.
Listens and follows instructions.
Shares thoughts, feelings and ideas.
Listens to stories accurately and responds to what they hear with relevant comments and questions.
Introduces storyline and narrative into their play.

Literacy:

Introduce phase 2 letter sounds.
Begin to blend to read and segment to spell words containing taught graphemes.
Give meaning to the marks they make
Beginning to represent sounds correctly in words in writing.
Sharing and discuss key texts.
Understanding the structure of familiar stories – discuss and recall sequence of events.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

PSED:

Begin to understand different feelings.
Explore what it feels like to belong – family, school, class.
Explains own knowledge and understanding and asks appropriate questions of others.
Understand why we need to follow our school Values and class rules.
Confident to speak to others.
Can describe self in positive terms.

Understanding of the World

Talk about who is important to us and why – family members.
Understands how it feels to belong to the school community.
Share and discuss memories and special events in own life.
Find out about special events/memories of people who are significant in their lives.
Know the differences and similarities between themselves and others, among families and communities.



Physical Development:

Introduction to PE
Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks.
Negotiates space
Develop awareness of space when moving in a large space. To develop fine motor skills.
To begin to move in different ways and understand rules and instructions.
Handles tools, objects, construction and malleable materials safely and with increasing control.
Developing fine motor skills when manipulating materials to create own representation of self.

Exploring Media and Materials

Manipulates materials to achieve a planned effect.
Selects tools and techniques.
Selects appropriate resources
Creates simple representations selecting resources to represent specific features
Introduces storyline and narrative into their play
Plays cooperatively to act out a narrative
Self Portraits:
-use a variety of drawing
-produce lines of different thickness
-use a range of materials to create different textures for portraits.

For maths planning please see separate maths plans.