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| **Topic**: Amazing me and my community /People who help us | **WOW moments:** Walk around the school, Visit from Nurse, Visit from dentist, visit from firemen/police officer? |
| **Texts**: A super power like mine, Super Duper You Sophy Henn, Ruby’s Worry - Tom Percival | **RRSA Links:** Article 13- freedom of expression, Article 28- right to education. |
| **Key Vocab:** occupations e.g. dentist, paramedic, doctor, nurse, police, community, senses, taste, touch, smell, hearing and sight.  care, helpful, circle, rectangle, triangle, straight, flat, smallest, biggest, lower, taller , heavier, long, short, large, first, then, last , after, before, day, night/ night-time, morning. | **LOTC:** Walking the grounds of our school.  Mark making on the playground in handwriting sessions  Storytime on the castle. |
| **Lines of investigation:** How we use our senses (hearing, sight, smell, touch and taste) | |

**Literacy**

Children enjoy listening to stories and show comprehension when asked to answer questions and get involved in classroom discussion such as who the characters are, the story setting, key events.

Children show early transcription skills, holding resources with a dominant hand to mark make simple representations and give meaning to their marks. They are beginning to label their work with recognisable letters such as those in their name.

They can read some letters groups saying their sound and can blend some sounds into words.

***End points:***

*Children are familiarising with the reception routine, structure and key behaviours for learning.*

*Children are actively engaging with the Rainbow Challenges and explore with new friends.*

*The children are more confident to speak in groups and can talk about the people who help them at home and in school.*

*They are able to answer questions about focus texts and can apply their phonics knowledge in consistence with the level they are at (phase 2)*

**Maths**

Children will be able to match, sort and categorise some 2d shapes and objects. They will be exploring the composition of numbers up to 3

Children will be giving and receiving instructions using positional language.

Children can record an amount using marks.

**PSED**

Children are able to build relationships with both adults and their peers and with the help and use of the zones of regulation they can communicate some of their own feelings and begin to understand those of others. They know who is there to help them both in school and out.

They become confident to explore their new environment and can show some resilience with new challenges.

Children are beginning to resolve conflicts with reduced adult intervention.

Children can toilet independently, take on and off their own coats and show awareness of the ways in which they can help themselves stay healthy.

**UTW:** Children explore their senses and can describe objects and environments by their smell, sight, touch, taste and hearing. In the morning calendar they are able to comment on the weather and changes. Children are able to talk about their families and begin to recognise similarities and differences between themselves and others. When thinking about our community children are also able to talk about members of the community and how they help e.g. the teachers, caretaker, police officers, doctors, firefighters and their own experiences with these people.

**EAD** Children can sing a variety of different songs from music assembly and class music lessons.

Children can suggest their own ideas in group play and show confidence to play in different roles.

They can create buildings and simple representations of people or places of importance to them.

**PD:** Children are able to move at different speeds and styles in a group of others, negotiating space appropriately.

Children can take off and hang their own coats and learn to do them up themselves.

When using mark making materials they use a tripod grip and are starting to produce recognisable letters.

Children can use scissors to make snips in paper with improving control.

**C&L**

Children are able to engage in story times and can answer questions. When speaking they use well-formed sentences most of the time.

They begin to pick up new vocabulary e.g. nocturnal, senses, community and with support can use this themselves.