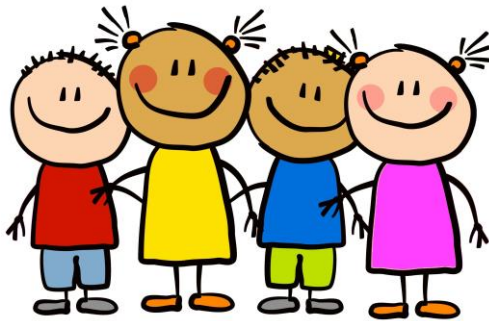


FS2 Autumn 1 Curriculum

What makes me unique?



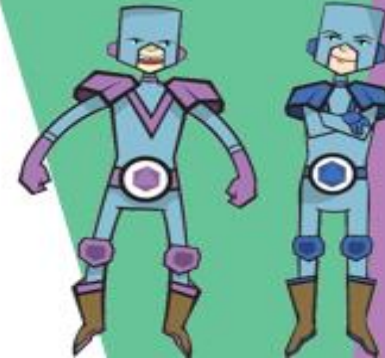
Commitment

We are brave,
enthusiastic
and
motivated.



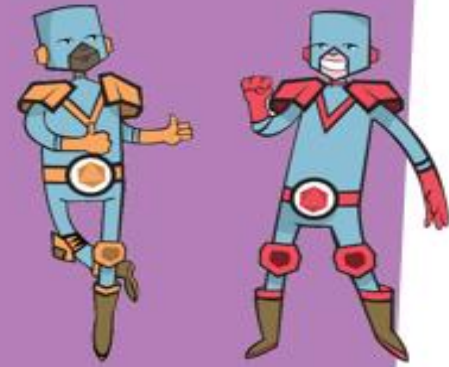
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will learn to see **themselves as a valuable individual**. They will explore their **own feelings and the feelings of others**, using stories as a stimulus for discussion. They will **name and describe people who are familiar** to them in their **family and community**.



Possible Enhancements and Activities

Children to create self portraits of themselves looking carefully at their features and mixing colours for a desired effect. Children will use these to suggest similarities and differences between themselves and others.

Children to create a family tree, bringing in photos of people in their immediate family, This can be used as a stimulus to talk about how lives have changed and what happens when we grow up.

Establish rules and routines with the children. Ask children to discuss how they think each other should behave in the classroom. Find WAGOLLs in the classroom showing the class rules.

Use the stories as a stimulus to discuss the feelings of themselves and characters that are familiar to them. Create a feelings chart in the classroom to allow children to show and explain how they are feeling. Use role-play as a means of supporting children in understanding their emotions.

Support children in identifying different parts of their bodies and discussing what they can do to keep their body healthy e.g. brushing teeth, washing hands, eating healthy. Support children in creating a healthy plate of food and discussing what a healthy life looks like.

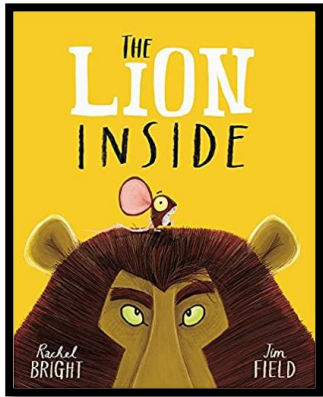
Find opportunities for children to talk about themselves in positive terms e.g. things they are good at, their hobbies and interests. Use this as an opportunity to discuss similarities and differences between themselves and others and to encourage others to explore developing hobbies and interests.

Commitment

Aspiration

Nurture

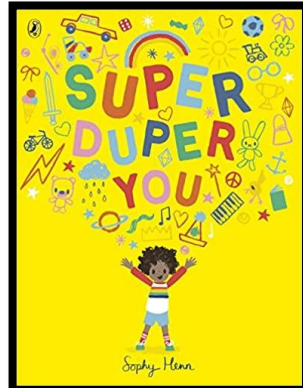
Book Hooks



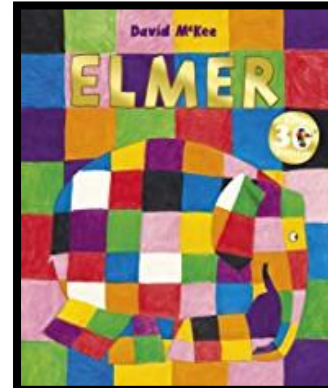
To support the children in understanding how to build their confidence.



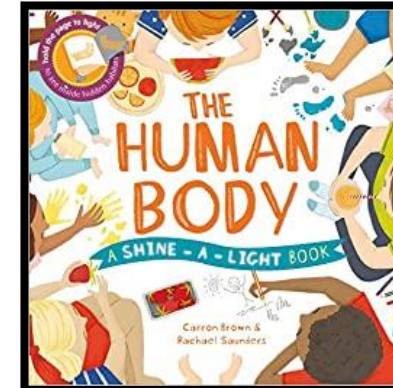
To support the children in understanding and expressing the feelings they and others have



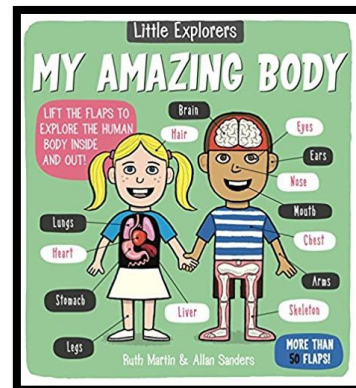
To support the children in understanding they can have different feelings and do different things.



To support the children in understanding how being different and unique is a positive thing.

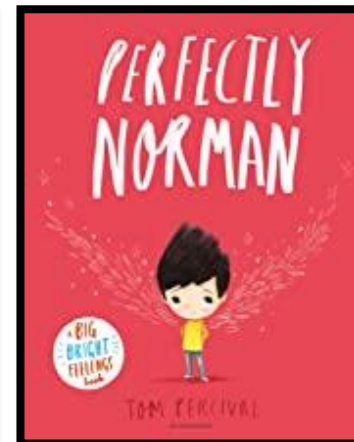
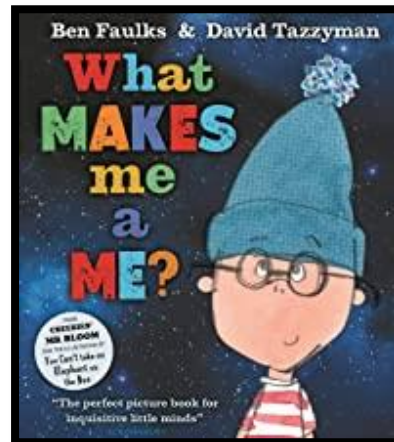


To support the children in understanding the different parts of their body and what each part does.



To support the children in understanding the different parts of their body and what each part does.

To support the children in understanding what makes them who they are.



To support the children in understanding that everybody is different and unique.

Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary and use new vocabulary through the day. Use questions to find out more. Begin to articulate their thoughts in sentences Engage in story times and talk about stories to build familiarity. Engage in non-fiction books. 	<ul style="list-style-type: none"> Promote and model active listening skills. Help children to understand how to show good listening skills whilst on the carpet and in group work. Use key commands to signal to children when you want children to listen. Link listening to learning e.g. ‘You could retell the story because you were listening carefully to it’. Identify new vocabulary you want the children to learn in new activities and books. Use pictures to support the children in understanding of the new vocabulary and model using it in a range of sentences and contexts. Use the vocabulary repeatedly throughout the week and model using it within play situations in the setting. Show genuine interest in knowing more and model asking questions as you read stories and play alongside children in the setting. Model using grammatically correct sentences throughout the day. Provide children with sentence starters to support them in articulating their own sentences. Create time for a shared story each day. Reread selected stories to develop children’s familiarity with them. Choose books that will develop the children’s vocabulary and display quality books in attractive book corners. Read aloud non-fiction books that will extend the children’s knowledge of a particular topic.
PSED	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<ul style="list-style-type: none"> Make time to get to know children and their family. Ask parents about the children’s likes, dislikes, family members and culture. Take opportunities in class to highlight a child’s interest, showing you know them and about them. Make sure children are encouraged to listen to each other as well as the staff. Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions. Model positive behaviour and highlight exemplary behaviour, narrating what was good about the behaviour. Encourage children to express their feelings if they feel hurt or upset. Use books to talk about characters feelings and support the children in comparing this to familiar contexts. Encourage children to think about their own feelings and the feelings of others by giving explicit examples of how others might feel. Model practices that support good hygiene and narrate your own decisions about healthy foods.
PD	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. Develop their small motor skills so that they can use a range of tools competently. Confidently and safely use a range of large and small apparatus outside, alone and in a group. Know and talk about the different factors that support their overall health and well-being (physical activity, healthy eating etc.) Further develop the skills they need to manage the school day successfully. 	<ul style="list-style-type: none"> Provide regular access to outdoor space and provide a choice of open-ended materials to play that allow for extended, repeated and regular practicing of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Model precise vocabulary to describe movement and direction and encourage children to use it. Encourage children to be highly active and get out of breath several times a day. Provide opportunities for children to refine their small motor skills through threading, pouring, using spray bottles, construction kits and malleable materials. Regularly review the equipment for children to develop their small motor skills. Encourage children to use a range of equipment and model to them how to use the equipment in different ways. Talk with children about exercise, healthy eating and the importance of sleep. Use photos and books to explain the importance of a healthy lifestyle. Explain and model the rules of activities throughout the day e.g. lining up. Celebrate, praise and reward children as they develop their patience and turn taking skills. Help children to develop good personal hygiene and praise their efforts.

Curriculum Links – Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<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. Spell words by identifying the sounds and then writing the sounds with letters. Form lower-case letters correctly to the taught sounds in phonics. 	<ul style="list-style-type: none"> Help children to read the sounds speedily. This will make sound blending easier. Ask children to work out the words you say as you blend sounds together e.g. h-a-t > hat. Provide opportunities within the environment for children to blend CVC words with the sounds that have been taught. Teach formation of letters as they learn the sounds for each letter using a memorable phrase. Practise these letters with the children and have high expectations of the letter formation. Show children how to touch each finger as they say each sound in a word encouraging them to then write the corresponding letter. Provide opportunities in the environment to write for a purpose and ensure resources are highly engaging and plentiful.
M	<ul style="list-style-type: none"> Link the number symbol with it's cardinal number value to 5. Count beyond 10. Count objects, actions and sounds. Subitise numbers to 5. Compare numbers to 5. 	<ul style="list-style-type: none"> Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting. Encourage children to say how many they think there might be before counting. Build counting into everyday routines such as the register, tidying up, lining up etc. Play games which involve quickly revealing and hiding number of objects to develop children's skills of subitising. Put objects into five frames to begin to familiarize children with the structure of the number system. Encourage children to show a number of fingers 'all at once' without counting. Display numerals in order alongside dot quantities or tens frame arrangements. Provide meaningful contexts to compare quantities during play 'who has more?'
UTW	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories. 	<ul style="list-style-type: none"> During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Frequently share texts and images and tell oral stories that help children to develop an understanding of the world around them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.
EAAD	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent. Provide children with a range of materials for children to construct with. Encourage them to think about what they want to make and the resources that will help them to create this. Provide a wide range of props for play which encourage imagination. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.

Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> • Know that their parents parents are their grandparents. • Know that their parents sisters and brothers are their aunties and uncles and their children are their cousins. • Know that we can show who is in our family by making a family tree. • Use the vocabulary 'When I was younger, a long time ago, before etc' to share memories and experiences of their life so far. 	<ul style="list-style-type: none"> • Know that some children come from different countries and together we create a community (create a display to show the community of the Reception class). • Know where they live and who they live with. • Describe their journey to school and know how they travel to school. • Identify places of interest on their journey to school (basketball courts, ASDA, Arkle Green, Subway). 	<ul style="list-style-type: none"> • Draw things of importance from memory and observations. • Use mirrors for observational drawing noticing the features of their face. • Draw body parts in the correct place, connecting arms and legs to a body and neck. 	<ul style="list-style-type: none"> • Use a range of materials to create portraits and models of themselves that show their distinguishing features. 	<ul style="list-style-type: none"> • Know a range of nursery rhymes and select favourite nursery rhymes to sing. • Use parts of the body to create body percussion. Use the to create and copy a beat. 	<ul style="list-style-type: none"> • Know that brushing our teeth helps to keep good oral hygiene. • Know that washing our hands make sure that we don't spread germs. • Know that getting a good amount of sleep at night gives our body energy. • Know that eating a variety of fruit and vegetables gives us energy and keeps us healthy. 	<ul style="list-style-type: none"> • Know the feelings happy, sad, angry and worried. Know what to do when they feel angry, worried or sad. 	<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>

Commitment

Aspiration

Nurture