



THIS IS ME!



PSED

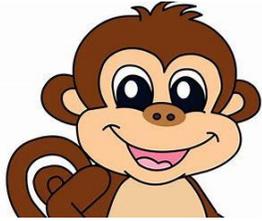
- Discuss their new environment – what are our rules and routines here?
- Making friends/accepting everybody is different/unique. We are all 'Different but Special!'
- Behaviour – how we need to behave, thinking about our emotions, remember to treat others as we would like to be. Turn taking etc...
- Building our own confidence/knowing it is ok to ask questions and give input to our discussions
- Select and work together with each other whilst choosing activities around the setting
- Re-telling/acting out stories. Becoming an 'actual' character in a book
- Talk about our likes/dislikes
- Talk about our families, friends, people who are important to us. How do they make us feel?
- What is our favourite toy/food/outing?
- What makes us laugh/feel sad?
- Who do we love?

PD

- Use our senses. Set up a taste session while blindfolded
- Sit quietly and see what you can hear
- Can I hop/jump/crawl/roll or catch a ball ?
- Sing 'Heads, shoulders, knees and toes', doing the actions. Name the main parts of the body
- Remembering to keep safe whilst playing on/around/over/through equipment
- Being aware of their own space, considering others around them
- Using simple tools in the making area
- Playing with the potato head models, make their own individual potato head
- PE lessons this term will be Gymnastics and Dance with Mrs Collier on a Thursday, a range of PE skills with Mr Clarke on a Tuesday
- Using malleable materials
- Using small and large equipment such as small and large balls
- Recognising how to be healthy and how our body is affected after exercise

UW

- Harvest festival/Diwali
- Halloween/Bonfire night/Christmas performance
- ICT through our amazing scheme – Purple Mash
- What happens in Autumn/Winter?
- Make a 'Me on the map' globe.
- Make a puzzle of ourselves by printing a photo of ourselves on to card and cutting it into pieces to make a puzzle.
- Make a house with doors and windows that open and fill them with photos of family and friend
- People who help us – what are their roles (doctor, nurse, firemen, police etc.... when do they work/sleep? History of important role models such as Florence Nightingale/Emily Pankhurst
- Routes/plans to important places/emergency places & numbers
- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense. Such as the ears for hearing, the nose for smelling etc...
- Cut up magazine pictures of people and make a new person by gluing bits on to each part.
- Look at pictures of people from other parts of the world – what do they look like?/do they have pets?/what do they wear?/what do they eat?/what toys do they have?/what language do they speak?



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| CL | LIT | EAD | M |
|---|--|---|--|
| <ul style="list-style-type: none">• Asking for help• Negotiation/imagination. New language –like, dislike, family, friends, belonging, home, myself• Extending vocabulary• Reciting and retelling stories• Home experiences – which family member can you talk about/draw• What happens next/ making up own beginning, middle and endings to stories• How, who, where, when.....begin to question...• Sing songs about ourselves, our feelings and our bodies. If you're tired and you know it, give a yawn....• Asking questions to get to know my friends.• Learning to talk about myself by using describing words such as short, tall etc... | <ul style="list-style-type: none">• My Mum is Fantastic• My Dad is Brilliant• We are all different – e book (twinkl)• Superkid• Many other books related to me & my family/important people to me• Daily phonics lessons, word building, looking at digraphs and trigraphs• Covering all (EYFS and Y1) high frequency words/common exception words such as 'the' and 'said'• Recognise and write my name• Write familiar words such as Mum and Dad• Writing about myself and my family• Writing for a purpose eg.. making lists and labelling pictures• Reading a range of non/fiction books• Learning the different sounds that letters make through daily phonics lessons• Learn to blend sounds together such as digraphs, trigraphs.• Continue to work through the rest of the Year 1 curriculum (see Year 1 guidelines) | <ul style="list-style-type: none">• Make a 'Just for Me fruit salad/ healthy sandwich with things I like• Create a song or dance all about me• Drawing themselves/ their family members• Music sessions through the 'Charanga' scheme.• Making own masks<ul style="list-style-type: none">• Learning new songs• Role playing• Acting out stories with puppets• Selecting a range of tools and materials to make collage and models.• Role playing | <ul style="list-style-type: none">• Continuous number work – through the use of Hamilton maths scheme for EYFS and Year 1/ you tube songs & activities• Count, order and recognise numbers to at least 10• Matching numbers and quantities to at least 100• Saying the number 1 more/1 less up to 10• Name and describe basic 2D shapes• Sorting shapes and objects by colour and size• Create repeating patterns• Compare and put findings into simple graphs and bar charts• Order different times of the day• Know number bonds to 5/10• Continue to work through the rest of the Year 1 curriculum (see Year 1 guidelines) |



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