

Year group: Reception Term: Autumn 1

Topic: Do you want to be friends?

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

- Restricted this term due to bubbles and crossover with Nursery so unable to use EYFS outside area.
- Children to get used to the playground
- Use playground and other surrounding areas for learning such as 'creation walk'
- Use outside area for Phase 1 phonics – Environmental sounds

Key vocabulary:

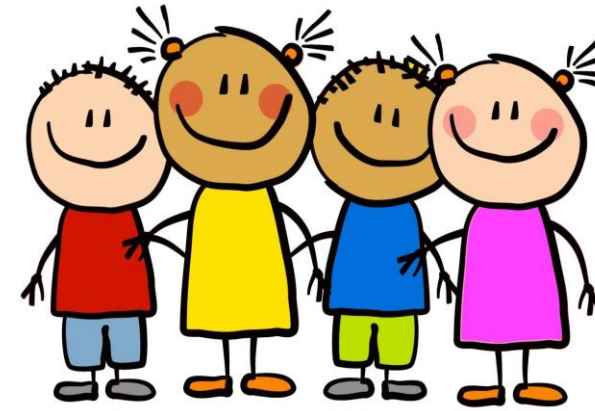
- Friends
- Kindness
- Emotions
- Senses
- Types of houses

Personal, Social Emotional Development

- Introduce rules and expectations to the children – Golden Rules – share with parents
- Learning each other's names
- Learning to work together to tolerate each other and begin to resolve own conflicts
- Learning to play cooperatively with peers.
- Learning how to look after resources appropriately.

Physical Development

- Using the climbing equipment outside
- Spatial awareness when running
- Fine motor skill practise
- Pencil Control
- Independent toileting
- Independently putting on coats and zipping up
- Hygiene – Understanding the need to wash hands



Opportunities for trips / visitors:

- Fire Brigade / Police / Nurse – Talk about how children can stay safe.

Focus Stories linked to Topic:

Starting school
Topsy and Tim start School
Harry and the dinosaurs go to school
Guess How Much I Love You?
Funnybones
Kippers Birthday

Communication and Language

- Introduce Lola the listening game – For first few weeks play a game daily each morning introducing how to be a good listener using visual prompts
- Listening to stories beginning to gain some recall
- Language and vocabulary assessment
- Talk about what makes a good friend
- Children to talk about themselves – Likes/dislikes etc.

Literacy

- Name writing assessment
- Name writing practise
- Phase 1 Phonic activities (3 weeks)
- Introduction of Read Write Inc Set One Sounds
- Fine motor skill practise
- Mark making

Maths

- Baseline assessment
- Following the scheme of Learning for White Rose Maths
- Main number focus this half term is recognising and counting

RE objectives: Creation, Prayers, Saints & Feasts, Judaism

- AT1 Level 3 Give reasons for certain actions by believers
- AT1 Level 4 Show understanding of how religious belief shapes life
- At 2 Level 3 Make links to show how feelings and beliefs affect their behaviour and that of others
- AT 2 Level 4 Show how own and others' decisions are informed by beliefs and values

Understanding the World

- Children to compare themselves to each other – what is the same and what is different about their features?
- Look at family dynamics – everyone is different
- Celebrations – Have a birthday for teddy
- Ask parents for photographs of houses to look at all the different types.

Expressive Arts and Design

- Children to draw a picture of themselves – explore different media such as loose parts, photographs, drawings etc
- Colour mixing – With a friend, children choose a colour to paint a hand each, then they hold a painty hand and mix the 2 colours.
- Exploring the sounds of instruments

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Topic: All about Me

Kernow Cluster Topic Overview Sheet

Skills



Links to previous topics:

For those children in Nursery, this topic follows on from their topic ‘Why do you love me’.

Links to future topics:

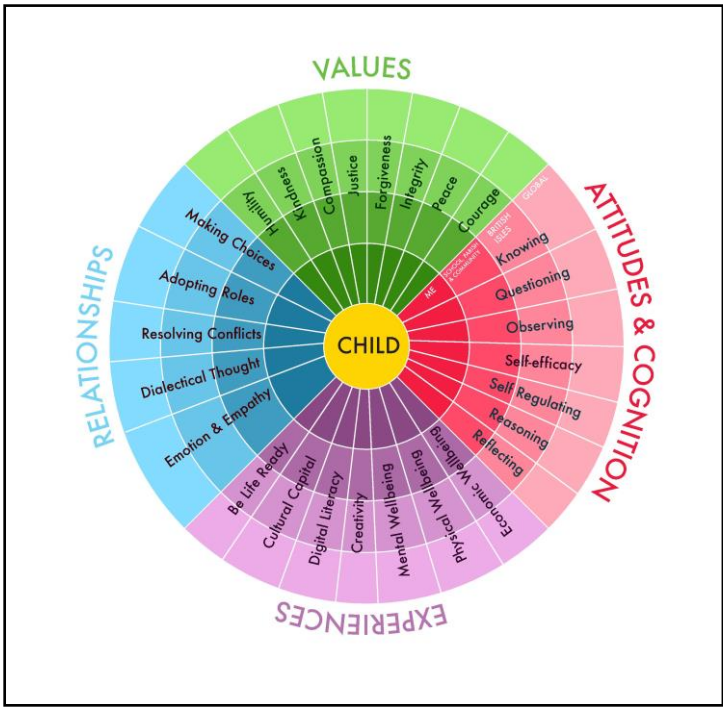
The work completed in this topic will be a foundation for all other topics to ensure that children have key skills needed for learning.

PSED
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Manage their own needs.

Physical Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.



Opportunities for home learning / cultural capital:

- Share Golden Rules with Parents
- Make a birthday cake following ‘Birthday week’
- Encourage parents to send in photos of pets/houses on relevant learning weeks.

Listening Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them.

Literacy Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Develop their phonological awareness
- Write some or all of their name
- Write some letters accurately.
- Understand the five key concepts about print

Maths Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

RE Skills

- Explore the natural world around them.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Engage in extended conversations about stories, learning new vocabulary.

Understanding the World Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Begin to make sense of their own life-story and family’s history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

Expressive Art and Design Skills
(Taken From the New Development Matters for Early Adopters 2020-2021)

- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Develop storylines in their pretend play.