

### Communication and Language:

- Talk and share about our Birthdays and other special family times
- Talk about the people close to us. Discuss what makes us special and unique
- Read and retell 'My Present' story using props
- Read 'Angry Arthur' and 'Angry Alligator' and discuss feelings. Dialogic Book Talk

### Personal, Social and Emotional Development:

- Explore 'Golden rules' in the classroom—what they mean and how we can follow them. School Diamond Rules.
- Discuss different feelings - when we feel different ways. Feelings Monsters.
- Make a friendship tree—discuss how we can be good friends-kind, thoughtful, caring
- Role play (home corner and Birthday party) playing co-operatively alongside others

### Physical Development:

- Playdough birthday cakes and candles
- Using various one handed tools
- Writing name
- Make paper chains
- Birthday party games (musical statues)
- Wrap birthday presents
- Build confidence in outdoor area

### Understanding the World:

- Learn days of the week, months of the year and when our Birthdays are
- Talk about past and present: what did we do on our last birthday
- Discuss what happens when we grow up—what's changed since we were babies. What can we do now that we didn't use to be able to do?
- Family Selfie Challenge
- Family Tree- talk about the members of our family and community

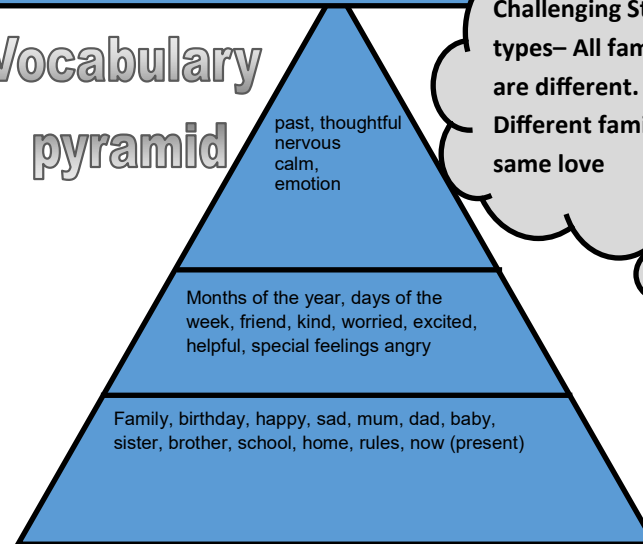
# Me and My Family

Ogden Trust Science Talk– Balloon beards, Lolly stick sky-scraper

### Expressive Arts and Design:

- Self portraits—using mirrors to examine face carefully
- Hand printing
- Printing wrapping paper
- Singing 'Happy Birthday'
- Decorating birthday cards– cut and stick
- Paint family picture
- Home corner role play
- Nursery Rhymes
- Painting pictures of feelings
- Artist study- **Frida Kahlo** , Mexican female artist.

Vocabulary pyramid



Challenging Stereotypes– All families are different. Different family, same love

### Mathematics: (additionally see White Rose plan)

- Make a birthday card with 5 candles
- Say how old they will be on their next birthday, understand this is 'one more'
- Recognise numbers of personal significance
- Sing '5 Birthday cakes in the bakers shop'
- Discuss dates of our Birthday's—find number on 100 square
- Explore the number 5 and different ways that we can make this number using 2 other numbers. If 3 candles are red, how many are blue? Recognise that the total stays the same.

### Literacy:

- Recognising and writing own name
- Emergent writing– writing gift tags/party invitations, making cards
- Draw and label family portrait
- Draw and describe their favourite thing to do in school
- Draw and label 'people close to us'
- Writing about 'My Special Thing'

Key Texts: Starting School, My Present, Angry Arthur, Angry Alligator, Love Monster, Rainbow Fish

### Communication and Language– Working towards all ELGs

#### Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World:

Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past.

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

# Me and My Family

This project supports children with settling in- to the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

### Expressive Arts and Design:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Sing a range of well-known nursery rhymes and songs. Make use of props and materials when role playing characters in narratives and stories.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Mathematics:

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

Understand 'one more than'.

Explore the composition of numbers to 5.

Have a deep understanding of number to 5, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

### Literacy:

Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary. Write some letters accurately.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending