

**Marvellous Me!**

	Week: 1 Week beginning: 6th September	Week: 2 Week beginning: 13th September	Week: 3 Week beginning: 20th September	Week: 4 Week beginning: 27th September	Week: 5 Week beginning: 4th October	Week: 6 Week beginning: 11th October	Week 7 Week beginning: 18th October
Focus	Welcome To Bugle School!	All About Me	My Family	Good Friends	What makes you special?	We are all different!	My Body - Keeping Clean and Healthy
Personal, Social and Emotional Development	Lenny Lion's Learning Zoo: <i>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</i>						
Jigsaw Focus	Who...me?	How am I feeling today?	Being at School	Gentle Hands	Our Rights	Our Responsibilities	
	<p>3-4: Select and use activities and resources, with help when needed; Develop their sense of responsibility and membership of a community; Become more outgoing with unfamiliar people; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas; Find solutions to conflicts and rivalries; Increasingly follow rules, understanding why they are important; Remember rules without needing an adult to remind them; Develop appropriate ways of being assertive; Talk with others to solve conflicts; Talk about their feelings; Understand gradually how others might be feeling; Be increasingly independent in meeting their own care needs; Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Reception: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>						
Communication and Language	Sharing All About Me Boxes Sharing information with peers and adults in the classroom.	Talking positively about myself with peers and adults.	Sharing details about our families.	Understanding being kind and gentle hands. Working with others to make school a good place to be	Naming parts of the body/	Listening carefully and asking questions.	Discussing ways to keep clean and healthy

	<p>3-4: Enjoy listening to longer stories and can remember much of what happens; Pay attention to more than one thing at a time; Use a wider range of vocabulary; Understand a question or instruction that has two parts; Understand 'why' questions; Sing a large repertoire of songs; Know many rhymes, be able to talk about familiar books, and be able to tell a long story; Develop their communication; Develop their pronunciation; Use longer sentences of four to six words; Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions; Start a conversation with an adult or a friend and continue it for many turns; Use talk to organise themselves and their play.</p> <p>Reception: Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		
Physical Development	Pencil Grip Use tools correctly	Pencil Grip Use tools correctly	<p>Getting dressed/undressed for PE</p> <p>REAL PE: Personal Cog</p> <p>I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely</p> <p>Pencil Grip</p> <p>Use tools correctly</p>
	<p>3-4: Continue to develop their movement, balancing, riding and ball skills; Go up steps and stairs, or climb up apparatus, using alternate feet; Skip, hop, stand on one leg and hold a pose for a game; Use large-muscle movements to wave flags and streamers, paint and make marks; Start taking part in some group activities which they make up for themselves, or in teams; Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; Match their developing physical skills to tasks and activities in the setting; Choose the right resources to carry out their own plan; Collaborate with others to manage large items; Use one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent as they get dressed and undressed.</p> <p>Reception: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>		

Literacy	Recognising name on coat peg, registration etc Writing own name Handle books correctly	Introducing/Encouraging mark marking in continuous provision RWI- Learning New Sounds – Set 1 Letter formation practice RWI- Learning New Sounds – Set 1 Letter formation practice Drawing family and labelling	RWI- Learning New Sounds – Set 1 Letter formation practice Elmer story – Proud cloud writing	RWI- Learning New Sounds – Set 1 Letter formation practice Name writing	RWI- Learning New Sounds – Set 1 Letter formation practice Guided Writing: The Colour Monster	RWI- Learning New Sounds – Set 1 Letter formation practice Guided Writing: The Colour Monster	
	<p>3-4: Understand the five key concepts about print – print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing; Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound; Engage in extended conversations about stories, learning new vocabulary; Use some of their print and letter knowledge in their early writing; Write some or all of their name; Write some letters accurately.</p> <p>Reception: Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</p>						
Mathematics	Getting to Know You	Elmer focus	Just Like Me!	Just Like Me!	Just Like Me!	Its Me 1,2,3!	Its Me 1,2,3!
	Opportunities for settling in, introduction to key areas of provision and getting to know the children.	Sorting colour Pattern making Counting (colours, elephants, animals, berries etc) Voting for our favourite Elmer story – Creating block graphs.	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare size,	Number – Match and sort Compare amounts Measure Shape and Spatial Thinking – Compare	Number – Representing 1,2 &3 Comparing 1,2&3 Composition of 1,2 &3	Number – Representing 1,2 &3 Comparing 1,2&3 Composition of 1,2 &3

	Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong. Positional language.		size, mass and capacity. Exploring Pattern	mass and capacity. Exploring Pattern	size, mass and capacity. Exploring Pattern		
	3-4: Develop 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; Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'); Show 'finger numbers' up to 5; Link numerals and amounts; Experiment with their own symbols and marks as well as numerals; Solve real world mathematical problems with numbers up to 5; Compare quantities using language; Talk about and explore 2D and 3D shapes using informal and mathematical language; Understand position with words alone; Describe a familiar route; Discuss routes and locations using words; Make comparisons between objects relating to size, length, weight and capacity; Select shapes appropriately; Combine shapes to make new ones; Talk about and identify the patterns around them; Extend and create ABAB patterns; Notice and correct an error in a repeating pattern; Begin to describe a sequence of events, real or fictional, using words. Reception: Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.						
Expressive arts and design	Colouring/decorating Elmer – own designs - beginning to mix colours Painting portraits To draw a self-portrait (enclosing lines): draw definite features Musical rainbows – colour chimes or bells – Can you follow the colour pattern?	Build stories around toys (small world) use available props to support role play Play music to the Elmer Story – Can we change the music to suit his feelings? I.e. happy, sad or when Elmer is playing/hiding. Feelings: taking photos of children acting out emotions	Weaving and printing patchwork - Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Painting using frozen paint, sponges finger pain Exploring colour mixing Making Elmer biscuits – smartie patchwork ..				

	Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing		
	<p>3-4: Take part in simple pretend play, using an object to represent something else even though they are not similar; Begin to develop complex stories using small world equipment; Make imaginative and complex 'small worlds' with blocks and construction kits; Explore different materials freely, to develop their ideas about how to use them and what to make; Develop their own ideas and then decide which materials to use to express them; Join different materials and explore different textures; Create closed shapes with continuous lines and begin to use these shapes to represent objects; Draw with increasing complexity and detail; Use drawing to represent ideas like movement or loud noises; Show different emotions in their drawings and paintings; Explore colour and colour mixing; Listen with increased attention to sounds; Respond to what they have heard, expressing their thoughts and feelings; Remember and sing entire songs; Sing the pitch of a tone sung by another person ('pitch match'); Sing the melodic shape of familiar songs; Create their own songs or improvise a song around one they know; Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</p>		
Understanding the world	Phizzi Enquiry: Mr Archimedes Takes a Bath Exploring our family and how we have grown.	Phizzi Enquiry: Beard Balloons Exploring Ipads – Using Chatterpix	Autumnal Changes
	<p>3-4: Use all their senses in hands-on exploration of natural materials; Explore collections of materials with similar and/or different properties; Talk about what they see, using a wide vocabulary; Begin to make sense of their own life-story and family's history; Show interest in different occupations; Explore how things work; Plant seeds and care for growing plants; Understand the key features of the life-cycle of a plant and an animal; Begin to understand the need to respect and care for the natural environment and all living things; Explore and talk about different forces they can feel; Talk about the differences between materials and changes they notice; Continue developing positive attitudes about the differences between people; Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Reception: 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. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>		