



# My World



## Personal, Social and Emotional Development

We will be playing lots of games, reading stories and taking part in circle time talk activities to help children get to know each other and settle into to school life.

Using our 'Spotlight' stories we will learn about sharing and taking turns and how to deal with our changing emotions. We will establish some rules and routines together and make a display to show that we all agree to follow them.

### **Learning Intentions:**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Use a 'feelings' check in station each day using the Colour Monster.

## Communication and Language

Our 'Spotlight' stories are 'The Colour Monster' and 'The Colour Monster Goes to School' by Anna Llenas and 'This is Our House' by Michael Rosen. Using these stories, we will encourage lots of talk and learn new vocabulary to develop our understanding and make links to ourselves, our families and our emotions.

Please see our Song sheet for songs we will be learning this half term.

### **Learning Intentions:**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Develop social phrases.
- Engage in story times.
- Listen carefully to rhymes and songs, paying attention to how they sound.

## Literacy

We will hook the children into developing their reading and writing through lots of theme-based activities. All areas of provision will have reading and writing opportunities.

Daily phonics lessons will begin with a focus on learning all the phase 2 sounds and segmenting and blending 3 letter words.

Reading books will to be sent home and children will be reading 1:1 each week.

### **Learning Intentions:**

- 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.

## Mathematics

Lots of practical tasks to explore number in different ways. E.g. finding numbers in our environment, sorting, matching and ordering, songs, games, jigsaws, counters etc.

We will be learning to understand numbers 1-5 in detail using lots of visual representations of number and talking about what we already know. E.g. 1 nose on a face, 1 sun in the sky etc and how to represent this number e.g. 1 bead on a string, 1 finger, 1 dot on a dice, 1 clap, 1 jump.

### **Learning Intentions:**

- Count objects, actions and sounds.
- Subitise (To recognise the amount without counting)
- Link the number symbol (numeral) with its cardinal number value.

## Understanding the World

We will be using the spotlight story 'This is Our House' to develop our understanding of a family and who we are within that family. It is important to know that all families are different. We will be thinking about houses and homes and finding out how they are not all the same using images and going for a walk into the local area.

### **Learning Intentions:**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

## Expressive Arts and

### Design

We will be encouraging children to explore a variety of resources, equipment and different art materials, inside and out, to create pictures and models using their own ideas.

### **Learning Intentions:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.

## Physical Development

Children will be encouraged to become independent and confident in taking care themselves and developing both their gross motor and fine motor skills.

### **Learning Intentions:**

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, running, hopping, skipping, climbing.
- 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.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.



# Reception Songs and Rhymes


## If You're Happy and You Know It

If you're happy and you know it,  
clap your hands,  
(clap, clap)

If you're happy and you know it,  
clap your hands,  
(clap, clap)


If you're happy and you know it  
and you really want to show it,  
If you're happy and you know it,  
clap your hands.  
(clap, clap)

**Click your fingers!**




click  
click

**Tap your knees!**




tap  
tap

**Pat your head!**




pat  
pat

**Tickle your tummy!**




tickle  
tickle

**Wave your hands!**




wave  
wave

**Smile at me!**




smile  
smile

**Stamp your feet!**




stamp  
stamp

**Clap your hands!**



clap  
clap



## My Feelings Song

(Sing to the tune of 'Frère Jacques')



How I'm feeling, how I'm feeling,  
Look at me, look at me.  
Playing with some new toys, playing with some new toys,  
Happy me, happy me.



How I'm feeling, how I'm feeling,  
Look at me, look at me.  
Fell and hurt my elbow, fell and hurt my elbow,  
Unhappy, unhappy.



How I'm feeling, how I'm feeling,  
Look at me, look at me.  
Someone took the best toy, someone took the best toy,  
Angry me, angry me.



How I'm feeling, how I'm feeling,  
Look at me, look at me.  
Hearing some loud noises, hearing some loud noises,  
Worried me, worried me.




How I'm feeling, how I'm feeling,  
Look at me, look at me.  
Reading bedtime stories, reading bedtime stories,  
Sleepy me, sleepy me.




## We're All Special

(Sing to the tune of 'Twinkle, Twinkle, Little Star'. )


We're all special, can you see?  
No one is the same as me!  
Different things we like to do,  
Some for me and some for you.  
We're all special, can you see?  
No one is the same as me!




## Head, Shoulders, Knees and Toes




Head, shoulders,  
Knees and toes,  
Knees and toes.




Head, shoulders,  
Knees and toes,  
Knees and toes.



And eyes,  
And ears,  
And mouth,  
And nose.





Head, shoulders,  
Knees and toes,  
Knees and toes.



## Please and Thank You

Please and Thank you,  
Please and Thank you,  
We must say,  
We must say,  
When we're given something,  
When we're given something,  
Everyday,  
Everyday.

Please

Thank you



# Home Learning My World



This half term we will be increasing the children's independence, alongside developing an understanding of who they are and how to manage the many changes that will be taking place. Home Learning this half term hopes to develop these skills further.

When you have completed each, or some of the challenges, please take a photograph, or make a comment in the home learning journal. Encourage your children to draw a picture of what they did, or write something. These can be brought into school and shared as soon as you have done them. We will share this with the class and it would be lovely if they could tell us about what they did.

- Fill in your 'All About Me' booklet that you received at the teddy bears picnic and return to school as soon as you can.
- Practise getting dressed all by yourself. Make it fun by using a timer or having a race with a family member. Remember to celebrate each achievement, such as putting on socks, fastening a button, or zipping up a coat as these are very tricky to master. Perhaps just concentrate on one thing at a time before moving on to the whole outfit. Take a photograph to show you can do it.
- Practise using a knife and fork to eat with. Have a go at cutting up your own food.
- Take a photograph of you using your knife and fork.
- Get creative learning your name, can you recognise it first? Have a go at copying it or, writing it in different ways. Remember only the first letter is a capital, all the rest are lower case.
- What letter does your name begin with? Can you think of other things that start with the same letter? Draw a picture of each item, or find the items and take a photograph. Can you write a list of all the things you found?
- Draw a picture, or make models to show different emotions. Can you think of things that make you feel each emotion?
- If you had a box like in the 'This is Our House' story, what would you turn it into? Make a design or even get a real box and make it into whatever you like.
- Find out what type of house you live in – draw a picture and label it.



Please feel free to think of your own creative ideas,  
we really want to encourage everyone to take part  
in home learning and have fun.

**Please remember to practice your TALK skills, phonics skills, Bear Words, Reading and your Writing at home, as often as you can.**

For support with these please speak to us and/ or use the resources on the school website under the Parent Partnership tab - <https://silsdprimary.co.uk/parent-partnership/>