

## Communication and Language

Listening and talking about favourite stories, and rhymes.  
Books about families and our class animal e.g. The Large Family, Titch, Charlie and Lola, Todd Parr. Tiger who came to Tea, Biscuit Bear, Lion...  
Nursery rhymes – e.g. 5 little ducks etc.  
Listening and following instructions (playground games, routines)  
Small worlds about families/animals  
Role play in home corners  
Show and Tell – adult modelling how to ask questions  
Phonics phase 1/2 activities – listening activities and oral blending and segmenting  
**French** – Bonjour and “Hello” in different languages – ask parents, introducing ourselves in French. Songs (see hyperlinks on server)

## Understanding the world

Talking about different families/family photos/families display/where we are from (**Link PSE/CL**)  
Learning songs from different cultures (**Link to EAD**)  
Family routines – birthday displays  
Black History Month – Focus on inventors  
Tours of the school/playgrounds  
Harvest Festival – what’s already growing at school, e.g. sunflowers, apples, planting bulbs (tulips, daffodils, snowdrops– new beginnings/ change.  
Talking about home, where they live  
Map of Forest Hill – locate children’s house/ road – use Google maps/street view  
Drawing pictures of families on paper and IWB, using class iPads

## Literacy

Books about families (**Link CL**)- different families  
Writing names using name cards or independently.  
Labelling their work, pictures of families.  
Making books about themselves (All About Me), special books.  
Reception class rules posters etc.  
Using book corners, writing workshop –looking/handling books, resources carefully  
Using and taking care of their bookbags  
Nursery Rhyme and songs, rhyming names/words (**link to C&L**)  
Looking at environmental print in both the classroom and around the school e.g. classroom labels etc and surrounding area e.g. street names  
Writing and mark making opportunities in role-play areas, outside areas  
Phonics Phase 1 activities & Phase 2

## Mathematics

Numbers of personal significance including door numbers, age of siblings and themselves.  
Birthday board/displays.  
Calendar: date and days of the week  
Ordering and recognising numbers – during the register e.g. how many are here? Away?  
Counting songs – 0-10 (**link to C&L, Lit, EAD**)  
Size related to family members, friends – height, handprints - measuring with handprints etc. (**link to C&L**) i.e. ‘Titch’, Kipper’s Toy Box, Owl Babies  
Using counting in practical situation e.g. sharing in the home corner/counting out cutlery/counting out seeds, bulbs. (**link to EAD**).  
Matching – chn to use photographs to see where items need to be returned  
Shapes and patterns – Books i.e. Elmer (**link to C&L**)

## Special Events / visitors / working with parents and carers

Curriculum meeting  
Celebration of Families – an opportunity to network with each other

## ICT

Telephones, mobiles in home corner, using simple computer programmes, IWB, online stories, class I-Pads

## Other outdoor learning opportunities

Role play outside, garages, making houses out of large boxes, making dens, birthday cakes with playdough, magnetic numbers & letters, washing and cleaning, measuring, outdoor reading, mark making and writing, mud kitchen, sand pit, water play, gardening. Climbing, balancing etc.

## Recordkeeping/observation focus

Assessments for baseline data for all areas of learning - Eeaxt  
Begin special books and observation records  
Reading Journals  
‘All about Me’ booklet  
‘I can write’ books

## Characteristics of Effective Learning

- Playing Exploring Engagement
- Active Learning and Motivation
- Creating and Critical Thinking

## Home learning ideas

Curriculum meeting, photos from home, creating small boxes filled with their favourite things, talk about routines, sharing books together, practical ways of counting e.g. up and down stairs, cooking

## Kilmorie EYFS Topic Planner – All About Me

Class: Reception September/October Focus: PSE

### Learning Stimulus

Which class am I in? Who am I? Who is in my family? What do I like/do?  
Animal books/books about families, nursery rhymes. What can I do? What do I know?

### Physical Development opportunities

*Fine motor skills* (**link to Lit** - name writing, Play Dough Disco & **EAD** i.e. making self portraits). Using tools safely and appropriately (**link to UW & PSE** i.e. classroom guidelines) including tools for collaging, playdough, cutlery  
*Gross motor skills* – What ch’n can /cannot do e.g. ‘I can hop, I can skip’ (**link C&L**), learning new skills e.g. ‘Physical Friday’ – carousel of activities, circle games, action songs  
Spatial awareness related to using playgrounds and other unfamiliar parts of the school.  
Dressing/ undressing, e.g. coats, toileting  
Good hygiene practices, e.g. hand washing skills, going to the toilet on time

## Personal, Social & Emotional Development

Settling new children into school life/separating from carer  
Learning routines/classroom – visual timetable & outside rules/learning playground routines/school tours  
Visual prompt cards (for those who need them)  
Making new friends/learning names/introducing ourselves (**link C&L, French**)/ who to go to for help – introduce to other members of the staff i.e. lunch duty, playtime duty  
Value classroom special helpers  
Talking and sharing photos of themselves and their families. (**link UW**)  
Collaboration and Cooperation – working in teams, games etc. (**link to K.Q**)  
Favourite things e.g. food, activities, songs etc. Place favourite items into boxes – shoebox (all about their family) or small box.  
Celebrating similarities and differences

## Expressive arts and design

Self-portraits and drawings of family members (**link PSE & UW**)  
Collage/masks of lions, bears and tigers for displays. (**link PSE & M**)  
3D models of lions, bears, and tigers.  
Role play related to their first hand experiences.  
Familiar/favourite songs in singing assembly, music lesson and in class, counting songs.  
Songs related to self e.g. ‘When I was one’, ‘1,2,3 it’s good to be me’, ‘Heads, shoulders, knees and toes’ (**link to PD**)  
Listening/singing songs and nursery rhymes from around the world (**link C&L**)