

Class: Ladybirds
Topic title: Marvellous Me!
Big question: Is it ok to be different?

**Annotate for ongoing AfL*



Subject	Educational program links/ subject program coverage	Key vocabulary/ Oracy opportunities	Key Texts	Child led activity opportunities and adult led opportunities	Children 'on track'	Children 'not on track'
Communication and Language (ELG: Listening, attention and understanding, Speaking)	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	<i>feelings, emotions, happy, angry, excited, sad, family, friends, mummy, daddy, parents, grandparents, grandma, grandad, auntie, uncle, brother, sister, cousin</i>	<i>All about families</i>	<ul style="list-style-type: none"> • <i>Imagining and recreating roles in the home corner</i> • <i>Talking about my family</i> • <i>Use describing words to talk about myself</i> • <i>Ask questions to get to know my friends</i> 		
Personal, Social and Emotional Development (ELG: Self Regulation, Managing self, Building relationships)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other	<i>unique, family, friends, mummy, daddy, parents, grandparents, grandma, grandad, auntie, uncle, brother, sister, cousin</i>	<i>All about feelings</i> <i>All about families</i> <i>Owl Babies</i>	<ul style="list-style-type: none"> • <i>Create class rules with my friends.</i> • <i>Turn taking games</i> • <i>Learning routines of the school day</i> • <i>Talking about my family</i> • <i>Thinking about occasions/events special to myself and others</i> 		

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	children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Physical Development (ELG: Gross motor, Fine motor)	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence	<i>Jump, hop, skip, gallop, run, walk, sprint, space, bear crawl, pinch, twist, hold, pat, splat, push, pull</i>		<ul style="list-style-type: none"> • <i>Join in with PE and explore different ways of travelling and moving</i> • <i>Fine motor skills – funky fingers/ dough disco</i> • <i>Learning to use tools safely</i> • <i>Using a range of small and large equipment</i> • <i>Practising correct pencil grip</i> 		
Literacy (ELG: Comprehension, Word reading, Writing)	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)	<i>front cover, blurb, spine, author, illustrator, title, fiction, non-fiction</i>	<i>Elmer</i> <i>Rosie's Walk</i>	<ul style="list-style-type: none"> • <i>Learning to recognise and write my name</i> • <i>Read a range of fiction and non-fiction books</i> • <i>Learning different sounds that letters make (phonics)</i> • <i>Giving meaning to the marks I make</i> 		
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently,	<i>Count, numbers, numeral, more, less,</i>	<i>Where's my teddy</i>	<ul style="list-style-type: none"> • <i>Match and sort</i> 		

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(ELG: Number, Number pattern)	develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	<i>fewer, equal, unequal, big, small, ta, short, heavy, light, compare, sort, match, pattern</i>	<i>Duck in the truck</i> <i>Dear Zoo</i> <i>The button box</i> <i>Mr Big</i> <i>The bear in the cave</i> <i>A squash and a squeeze</i> <i>The enormous turnip</i>	<ul style="list-style-type: none"> • Compare amounts – equal and unequal • Compare size, mass and capacity • Explore pattern • Count and represent numbers to at least 5 		
Understanding the World (ELG: Past and present, People culture and Communities, The Natural world)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<i>unique, family, friends, mummy, daddy, parents, grandparents, grandma, grandad, auntie, uncle, brother, sister, cousin, harvest, autumn, seasons, weather</i>	<i>All about families</i> <i>All about diversity</i> <i>All about feelings</i>	<ul style="list-style-type: none"> • Going on walks of our local area • Learning about the different areas around our classroom and outdoor areas • Talk about the similarities and differences between other families • Using the interactive whiteboard to help my learning 		
Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see,	<i>Mix, join, stick, mark, paint, dab, cut, press, thread, print</i>		<ul style="list-style-type: none"> • Drawing pictures of myself using mirrors • Drawing pictures of my family 		

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(ELG: Creating with materials, Being Imaginative and expressive)	hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			<ul style="list-style-type: none"> Thinking about colours and using them appropriately in my pictures Roleplaying in the home corner Using a range of materials to make collages and models 		
PSHE	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar with them</p> <p>Comment on images of familiar situations</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some similarities and differences between themselves and others</p> <p>Express their feelings and consider the feelings of others</p> <p>Build constructive and respectful relationships</p>	<p>unique, similar, different, belong, feelings, emotions, happy, angry, excited, sad, teamwork, kind, caring, rights, rules, routines, responsible</p>	<p>Hands are not for hitting</p> <p>Dogger</p>	<ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play 		

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				<ul style="list-style-type: none"> <i>I am learning what being responsible means</i> 		
RE	<p>What does the word 'God' mean?</p> <p>Which people believe in God.</p> <p>Which people believe God is the creator of everything?</p> <p>What is amazing about the world?</p> <p>What do Christians say about God as Creator?</p> <p>What is the story that Christians and Jews use to think about the creator?</p> <p>What do Christians and other people (including non-religious) think about the world and how we should treat it?</p>	<p><i>God, Bible, Jesus, Christian, church, believe, create, VIP, invisible, treasure</i></p>		<ul style="list-style-type: none"> <i>Engage with the idea of names and what is important to people</i> <i>Enquire into people who are special to us, introudcing the name 'God'.</i> <i>Explore why God the ctreatyor is important to Christians and how that is seen in the Bible, Church and Christian living</i> <i>Do we know why the word 'God' is so important to Christians?</i> 		