

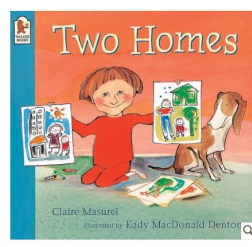
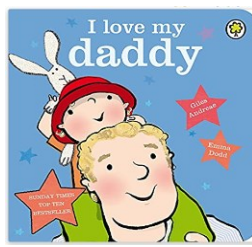
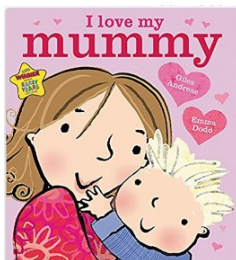
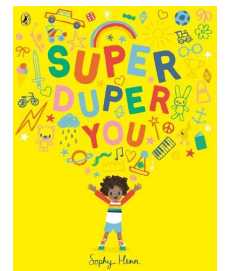
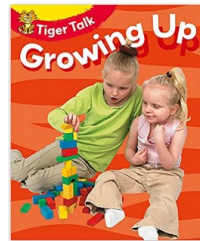
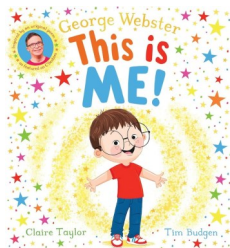
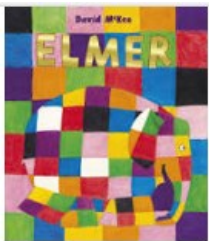
Theme Overview

Our first unit of learning is called 'Happy to be Me!' where the children will develop their confidence to communicate about themselves, their families, similarities and differences whilst strengthen their looking and listening skills. The children will learn this in a variety of different ways which include;

- Being experimental—I can investigate using resources provided for me.
- Being curious—I am eager to learn and try new things.
- Being confident—I can help others with their learning using my own knowledge and experiences
- Being co-operative—I can work as part of a group making a positive contribution including, sharing and taking turns. .

For this topic the children will be asked to bring in a baby photo of themselves and a family photo to talk about.

Recommended Reading...



It is good to read books over and over again. It helps children learn the words which helps develop vocabulary, amongst other skills.

Encourage your child to join in when sharing rhyming books and talk about what you have read. Discuss unusual words and teach your child to ask what something means if they don't know.

Weekly overview

Focus	What you could do at home
1 Who am I?	Talk to your child about the best thing about being you/them. Can you create a list of similarities and differences between you? With your child, draw a picture of their favourite things, places and people. Who is in their family?
2 Who's in my family?	Look at a family photograph and talk about the photo. Can they choose one person in the photo (other than themselves) and describe that person, focusing on physical appearance? Then, can they tell you something about that person that isn't visible in the photo? An example might be 'Uncle Ashmir plays football'.
3 Belonging	Talk to your child about belonging, then discuss...Other than belonging to their family, are there any other groups they belong to e.g. Rainbows, swimming club, Sunday School etc.?
4 Similarities and differences	Talk to your child about how they are the same as people in their family. Encourage them to think about how they look, what they can do, their interests—are they the same or different to people in their family. Discuss the fact that being different makes life more interesting and have similarities can be comforting.
5 Eyes and ears	To develop their memory skills play Kim's game. Have a selection of objects (about 4 or 5 to start with) get your child to look at them and try to remember them. Cover them over with a cloth or a tea towel. Remove 1 object without your child seeing what it is. Now lift the cloth, can your children say which item is missing?
6 Fingers, toes, mouths and nose	Read this article about the importance and benefits of sensory play, then choose some sensory activities that you can do with your child. https://www.healthline.com/health/childrens-health/sensory-play#benefits



These are some of the knowledge and skills your child will be taught in their first half-term at Berewood Primary

- Literacy**
- To give meanings to the marks that I make
 - To recognise and copy my name using correct letter formation
 - To write initial sounds for taught phonemes and start to form these correctly
 - To begin to write CVC words with taught phonemes e.g cat, dog.

- Number and Number Patterns**
- To recognise, subitise, count and match a group of objects in a set to a numeral (cardinal value) up to 5
 - To order the numbers 0—5
 - To understand the importance of 0
 - Begin to form the numbers 0—5 correctly.

- Phonics**
- To recognise taught Phase 2 phonemes and diagraphs
s a t p i n m d g o c k c k e u r h b f l
 - To recognise taught Phase 2 tricky words
Is I the
 - To begin to orally blend and then decode and blend CVC words that contain taught sounds.

Communication and Language

- To communicate my ideas in front of a small group and class adult
- To communicate my wants and needs
- To follow the '5 Golden Rules' to listen carefully
- To follow simple instructions and directions

Personal, social and emotional development

- To wash my hands independently
- To put my coat on independently
- To begin to understand and follow rules and routines
- To recognise and name different emotions
- To understand how people show emotions

Physical Development

- To move and stop safely when in a space
- To control equipment when being used
- To work collaboratively when with a partner
- To mark make using different shapes and lines
- To begin to use a tripod grip when using mark making tools
- To hold scissors correctly and make snips in paper
- To hold a fork and spoon correctly

Understanding the World

- To identify how I have changed from when I was a baby
- To identify similarities and differences between the past and now
- To talk about my own life including family
- To ask questions about the natural environment
- To describe what I can see, hear, smell and feel when I am outside
- To respect and look after the natural environment around me

Expressive Art and Design

- To name colours
- To experiment with mixing colours
- To create simple representations of people and objects
- To draw and colour with pencils and crayons
- To role play using given props and costumes
- To use a glue stick to join materials with a degree of accuracy
- To know how to work safely and hygienically
- To use non-statutory measures? (spoons, cups)
- To begin to develop simple cooking techniques (spreading, cutting)
- To sing and perform nursery rhymes
- To experiment with different instruments and their sounds
- To share my opinion whether I like or dislike a piece of music
- To create musical patterns using parts of my percussion
- To use costumes and resources to act out narratives

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.