

DO YOU WANT TO BE MY FRIEND?

First Hand Experiences

- Inviting in family and friends
- Show and Tell
- Walk around our local area.

<u>Vocab</u>	<u>Knowledge</u>	<u>Skills</u>
Friend Family Friendship Compliments Sharing Kindness Caring Angry Sad Lonely Happy Special	How everybody is different (e.g. likes/dislikes, looks, talents, beliefs). Everybody has different families. Who is a safe person, keeping yourself safe from strangers? What can you do to be a good friend? How can you make a friend? Who are your family and friends?	Aware of other people's feelings, knowing that their actions can upset others. (Recognising facial expressions, body language and how it would make you feel) Accepts the needs of others. (Identifying when someone is lonely or needs help, sharing and being patient). Beginning to solve problems by talking to others and finding a compromise. (Teaching phrases and language to explain feelings, Managing feelings and expressing How you feel.) Enjoying family customs. Looks closely at similarities, differences, patterns and change. (Appreciating differences and valuing others). Initiates conversations and takes into account what others say.
Objectives	Possible Learning Activities	

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<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places • Writes own name. 	<p style="text-align: center;">Name writing- Badges, name tags, name on work, their shapes for display Cards for Birthdays Self Portraits</p>
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Holds books the correct way up and turns pages. 	<p style="text-align: center;">Name recognition- Pearls and Rubies, name cards, exercise books Finding sounds around the classroom Daily Story times Signs around our local area Library bus visit Reading Comprehension- Rosie’s Walk</p>
<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. 	<p style="text-align: center;">Maths Meetings Weekly Maths sessions How old are you? What is your house number? When is your birthday? Counting everyday objects and people.</p>
<p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<p style="text-align: center;">Maths Meetings Weekly Maths sessions Shape hunt in our school area Puzzles Creating pictures from shapes Where is Maths Monkey?</p>
<p style="text-align: center;">RE- What is our place in the world?</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. 	<p style="text-align: center;">Creation story How God made me... Making good choices</p>

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<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p>How we can be helpful Talking about our family. What is special to us. What is Pearl/Ruby’s Place in the world?</p>
<p style="text-align: center;">Communication and Language- Speaking, Understanding, Listening</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses vocabulary focused on objects and people that are of particular importance to them. • Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<p style="text-align: center;">Where is Maths Monkey? Circle Times- How to be a good friend, British values, settling in to school, our rules Show and Tell Special Person Register/ Lunches Listening games in PE Phase 1 and Phase 2 Phonics Daily Stories</p>
<p style="text-align: center;">Physical Development- Health and Self Care, Moving and Handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, 	<p style="text-align: center;">Coats, Shoes, Wellies Changing for PE Using the toilet and washing hands</p>

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<p>sliding and hopping.</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Lunchtimes- Lining up, carrying trays, sitting down, knife and fork Home time routine, school routine Snack time- Peeling fruit, drinking from a cup and bottle Moving around different spaces Sitting Smartly Walking feet Trim trail PE Rules Cutting Strips Writing/Drawing activities focussed on pencil grip Fine motor activities Balance bikes</p>
<p>Personal, Social and Emotional Development- Making relationships Self-confidence and self-awareness Managing Feelings and behaviour</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. 	<p>Leaving grown-ups at the door Adults in Reception Meeting new friends Playing board games Playground games Lunchtimes Show and tell Circle Times- How to be a good friend, feelings, British values, settling in to school, our rules</p>

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<ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>Special person Roleplay and discussions about different scenarios and what the children would do Meeting other grown-ups from around the school Being in assembly Headteacher's Certificate Growth Mind-set Dinosaurs</p>
<p style="text-align: center;">Understanding the World- The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<p>People who are important at school People who are important at home Why am I important? Special Person Talking about where we live Special Times Pets Making a birthday Display together</p>
<p style="text-align: center;">Expressive Arts and Design- Being Imaginative Using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 	<p>Making a birthday Display together Self Portraits Junk Modelling and constructing 'homes' and 'towns' Singing nursery rhymes and familiar songs Singing assembly songs Harvest Festival Boogie Beebies Get squiggling Home Roleplay area Construction toys sets</p>

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- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.
- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Special Bag from home