



Kindness

Positivity

Respect

<u>SUBJECT MEDIUM TERM PLANNING</u>		
Year Group: Reception	TERM: Autumn 1	Theme: New Beginnings
<p>EYFS curriculum: Personal, Social and Emotional Development Three and Four Year olds</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their learning setting • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them <p>Children in Reception</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships 		
<p>Context: The topic around new beginnings links to 'starting school'. This topic enables the children to make new relationships with their peers and the staff in reception. It links closely to the children's communication and language development as they are encouraged to speak during group time. The children are also introduced to the schools 'golden rules'. We make comparisons about things that are the 'same' and 'different' as their previous settings to build on their previous experience.</p>	<p>Concepts: Feelings Communication Relationships</p>	<p>Vocabulary: Gentle Interrupt Property Damage</p>

<p>Prior Knowledge: The children have previously been part of many different communities e.g nursery, pre-school, childminders and have experienced settling into different environment.</p> <p>Most children have experienced finding ways of managing transitions e.g. from their parent or carer to a key person (Birth to Three).</p>	<p>Future Knowledge: In Year 1 the children will recap on the 'Golden Rules' in the first half term. (PSHCE)</p> <p>They will learn about who their friends are and what makes a good friend. (RHSE – Friends) They will also learn about how we make a happy school. (RHSE - Communities)</p> <p>By the end of the year children will be expected to explain the reasons for rules, know right from wrong and behave accordingly. Children will form positive attachments to adults and friendships with peers. (Early Learning Goal).</p>
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End points /by the end of this unit pupils will..
 Feel part of our school community. They will be more outgoing towards the adults and peers in their class and more confident in new social situations. They will play with other children and use each other's names. They will increasingly follow rules, understanding that they are important. They will have built constructive and respectful relationships.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1. We are learning to get to know each other	<p>Explain to the children that we are going to have a circle time to start to get to know the people in our class.</p> <p>Introduce the circle time rules and set our expectations – good sitting, good looking, good listening, taking turns and you can pass.</p> <p>Sing the circle time song to get children into the right places on the carpet.</p> <p>Introduce sentence stems with visual on the board (communicate in print) and model how to use it 'My name is...', 'My favourite colour is....'</p>	<p>Can you say your name, speaking in a full sentence – 'My name is...', 'My favourite colour is....'</p> <p>What is your name? What is your favourite colour?</p>	<p>Flip chart</p> <p>Communicate in print sentence starters</p> <p>Seal/class puppet to pass around the circle</p> <p>Bells</p>

	<p>Pass the seal around the circle encouraging the children to use the sentence starters to say their name and their favourite colour.</p> <p>Reinforce how you would like them to talk in a full sentence.</p>		
<p>2. We are learning to get to know each other</p>	<p>Share the WALT for the session with the children.</p> <p>Remind children of the circle time rules and set our expectations – good sitting, good looking, good listening, taking turns and you can pass.</p> <p>Sing the circle time song to get children into the right places on the carpet.</p> <p>Pass a set of bells around the circle – can we get the bells around the circle without making any noise (or as quietly as possible).</p> <p>Introduce sentence stems with visual on the board (communicate in print) and model how to use it ‘My name is....’, ‘My favourite food is....’</p> <p>Pass the seal around the circle encouraging the children to use the sentence starters to say their name and their favourite food. Reinforce how you would like them to talk in a full sentence.</p>	<p>Can you say your name, speaking in a full sentence – ‘My name is....’, My favourite food is....’</p> <p>What is your name? What is your favourite food?</p>	<p>Flip chart</p> <p>Communicate in print sentence starters</p> <p>Seal/class puppet to pass around the circle</p> <p>A ball</p>

<p>3 We are learning to get to know each other</p>	<p>Share the WALT for the session with the children.</p> <p>Remind children of the circle time rules and set our expectations – good sitting, good looking, good listening, taking turns and you can pass.</p> <p>Sing the circle time song to get children into the right places on the carpet.</p> <p>Roll a ball across the circle – can you say the name of one of your friends and roll the ball to them?</p> <p>Introduce sentence stems with visual on the board (communicate in print) and model using the sentence stem ‘My favourite part of the classroom is....’</p> <p>Pass the seal around the circle encouraging the children to use the sentence starters to say their name and their favourite part of the classroom. Reinforce how you would like them to talk in a full sentence.</p>	<p>Can you say your favourite part of the classroom, speaking in a full sentence – ‘My favourite part of the classroom is....’</p> <p>What is your favourite part of the classroom?</p>	<p>Flip chart</p> <p>Communicate in print sentence starters</p> <p>Seal/class puppet to pass around the circle</p>
<p>4 We are learning our Golden Rules</p>	<p>Introduce the WALT to the children.</p> <p>Discuss the Golden Rules with the children Focus on any unfamiliar vocabulary to make sure the children understand. (see highlighted text)</p> <p>We are gentle (we don't hurt others)</p> <p>We are kind and helpful (we don't hurt anyone's feelings)</p>	<p>What does the new vocabulary mean?</p> <p>Why do we need to have golden rules?</p> <p>Who are the golden rules for?</p>	<p>Flipchart</p> <p>Golden rules poster displayed in the classroom</p>

	<p>We listen (we don't interrupt)</p> <p>We are honest (we don't cover up the truth)</p> <p>We work hard (we don't waste our own or others' time)</p> <p>We look after our property (we don't waste or damage things)</p> <p>Talk to the children about how we all need to follow our golden rules.</p>		
<p>5 We are learning to talk about the friends we have made at school</p>	<p>Share the WALT for the session with the children.</p> <p>Remind children of the circle time rules and set our expectations – good sitting, good looking, good listening, taking turns and you can pass.</p> <p>Sing the circle time song to get children into the right places on the carpet.</p> <p>Pass the bells around the circle – this time can we pass them around without making a sound.</p> <p>Introduce sentence stems with visual on the board (communicate in print) and model using the sentence stem 'My friend is.....'</p> <p>Pass the seal around the circle encouraging the children to use the sentence starters to say the name of one of their friends. Reinforce how you would like them to talk in a full sentence.</p>	<p>Can we pass the bells around the circle without making a sound</p> <p>Can you tell me the name of one of your friends in the class?</p>	<p>Flipchart</p> <p>Bells</p>

<p>6 We are learning to reflect on our first half term at school</p>	<p>Share the WALT for the session with the children.</p> <p>Remind children of the circle time rules and set our expectations – good sitting, good looking, good listening, taking turns and you can pass.</p> <p>Sing the circle time song to get children into the right places on the carpet.</p> <p>Pass a ball around – roll it to another child in the class and say a fact about them – model this – e.g. has brown hair.</p> <p>Introduce sentence stems with visual on the board (communicate in print) and model using the sentence stem ‘I have enjoyed.....’ to say something we have enjoyed at school in our first half term at school.</p> <p>Pass the seal around the circle encouraging the children to use the sentence starters to say the something that they have enjoyed this half term at school. Reinforce how you would like them to talk in a full sentence.</p>	<p>Can you roll the ball to a friend and say a fact about them?</p> <p>What have you enjoyed this half term at school?</p>	<p>Flipchart</p> <p>Ball</p>
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