



**MARVELLOUS ME!**



**Hook to our learning**

Starting School. Class puppet does not know anyone and is unsure about starting school- what can we do to help? How can we find out about each other, make new friends and ensure everyone feels special

**Outcome**

Children make new friends, children understand school and class routines Children to be able to talk about themselves including family, likes and dislikes, appearance. Children will talk about what makes a house and home. They will compare their home to the home of a child in a different country. The children will investigate materials in relation to the story of The Three Little Pigs. Children beginning to understand the values and ethos of Stoborough Primary School.

**Personal, Social and Emotional Development**

- Make different relationships and friendships with children and adults in their class. **BV**
  - To select and use resources they require.
  - To begin to understand their feelings and that it is ok to have a variety of feelings about starting school. **BV SMSC**
  - To be aware of our own feelings and that some actions and words can others' feelings. **BV SMSC**
  - To look after our resources, classroom and school. **BV**
  - Play co-operatively with adults and children. **BV SMSC**
  - Develop class charter- make high five hand prints to show we agree to adhere to our class rules. **BV SMSC**
  - To understand the school's values- create class display
- What will you use to complete that activity? Why? How are you feeling about starting school? How do you know you feel like that? Why? How can we all be happy at school? What do we all need to do? What does it mean to be thought-*

**Communication, Language and Literacy**

- To listen to others in small groups. **BV**
  - To listen to stories with increasing attention and recall.
  - To focus attention.
  - To follow directions.
  - To understand the use of different objects.
  - To respond to simple instructions.
  - To begin to understand 'how' and 'why' questions.
  - To begin to use more complex sentences to link thought, e.g. 'and' and 'because'.
  - To retell events in the correct order.
  - To use talk in pretending that objects stand for something else in their play.
- What makes a good listener? How are you going to achieve that? What would you like to play with today? Why would you like to do that? Can you tell me about what you are doing? Can you tell me about the story you are telling? Where have you been learning today? Why did you choose to learn there?*

**Mathematics**

- To use some number names accurately in play.
- To know that numbers identify how many objects are in a set.
- To begin to represent numbers using fingers, marks on paper or pictures.
- To show an interest in numerals in the environment.
- To match numerals to quantity.
- To compare two sets of numbers.
- To show an interest in number problems.
- To realise not only objects but anything can be counted.
- To show an interest in shape and make arrangements with objects.
- To begin to describe position.

Can you tell me about the number 1, 2, 3, 4, 5? How many do you have? How do

**Literacy**

- To listen to and join in with stories.
- To join in with repeated refrains when listening to stories in storytime.
- To show interest in illustrations and print in books.
- To look at books independently.
- To handle books carefully.
- To give meaning to marks as they draw and paint.
- To begin to link sounds to letters.
- To begin to read some high frequency 'tricky' words.
- To begin to hear the initial sounds in words.

Tell me about what you have written/drawn? Why did you write/draw that? Can you tell me about the story? Do you like it, why?

**Physical Development**

- To move freely and with pleasure and confidence in a range of ways.
- To catch a large ball.
- To draw circle and lines using gross motor movements.
- To use one-handed tools and equipment.
- To hold a pencil near the point between thumb and two fingers.
- To copy some letters.
- To change for PE with some help.
- To manage own toileting.

**Expressive Arts and Design**

- To join in with dancing and ring games.
- To sing a few familiar songs.
- To tap out a simple rhythm.
- To explore and learn how sounds can be changed.
- To use various construction materials and equipment.
- To engage in imaginative role-play based on first hand experiences.

What are you making/building? What will you use? Why?  
Who/what are you pretending to be? Why?

### Understanding the World

- To show an interest in the lives of people who are familiar to them.
  - To recognise and describe people who are familiar to us.
  - To know some things that make them unique. **BV SMSC**
  - To recognise similarities and similarities between friends. **BV SMSC**
- Tell me about your family? Are our families the same or different? Are we all the same or are we different? Why? Do we all live in the same houses?

### Religious Education

- To know that candles have specific purposes. **SMSC**
  - To begin to understand that the 'story candle' is lit to create a peaceful atmosphere for a sacred story. **SMSC**
  - To know why the word 'God' so important to Christians. **SMSC**
  - To know that the Church is a special place of worship.. **SMSC**
  - To reflect on places and items that are special to us. **SMSC**
- How does the candle make you feel? How do you know you feel like this?  
Why is being silent important? When do we have to be quiet?

Links to British Values- **BV**

Links to Spiritual, Moral, Social, Cultural Development- **SMSC**

Mastery Questions to develop deeper thinking