






Field of Study Overview Autumn 1 2022

Field of Study: Incredible Me!

  		
<p>Curriculum Converter:</p>		
<p>Overview: This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p>		
<p>Pitstop: Incredible Me!</p>	<p>Why this? 'Incredible Me' is a classic theme to start off the Autumn term with little ones. It provides so many opportunities to get to know the children and delve into discussions with them all focused on their favourite thing - themselves!</p>	<p>Why now? This will support children's emotional wellbeing by creating connections and laying the foundations for strong relationships with other children and adults in their new class. We aim for them to feel safe and secure in their new environment.</p>
<p>Key Texts: The Colour Monster Goes to School Super Duper You Pip and Posy: The New Friend</p>	<p>Linked texts: (these need to be displayed with your FOS) The Lion and the Mouse Once there were Giants The Baby's Catalogue Families, Families, Families Lost and Found The Rainbow Fish People Who Help Us What do grown-ups do all day? Helping Bear Fiction Text</p>	<p>Class Context: Children will be transitioning into pre-school which will mean meeting lots of new people and learning new rules/boundaries. We aim to navigate this by getting to know each child as an individual and learning how best to facilitate their learning.</p>
<p>Trips Group tours of the school grounds- visit other classes/teachers?</p>	<p>Visitors Family members</p>	<p>Primary/Secondary sources of evidence:</p>

Notable dates: Transition week- lots of parents in with their children for the first week back	Bespoke experiences: People who help us; police, nurse, supermarket workers come into the school to visit.	Parental Pit-stop? Talk about the ways they help their community. Invite them in to talk to the children. Finale?	Local Community link Visit the local Tesco. Important place in the community to go when you need food!
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Hook <i>Hook is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning and complete their FoS Pit-Stop (Link, Lock and Load)</i>	Harness Harness is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.		Deepen Deepen is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.		Demonstrate Demonstrate gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements. This incorporates a finale.	
		Week 1 All About Me	Week 2 Me and My Family	Week 3 Let's Be Friends	Week 4 People Who Help Us	Week 5 Helping Bear
Texts	Incredible Me Super Duper You	Once there were Giants	Lost and Found	What do grown ups do all day?	Helping Bear Fiction Text	How can you help your local community?
	The Colour Monster The Colour Monster goes to School					
Focus	Familiarity with new room, settle into routines and environment	Family Photos, children bring in photos of the people in their family to share with their friends	Lost Penguin turns up to school with a book... introduce new story for the week	Invite a variety of people from the community into school to talk to the children about their jobs	Bear is feeling grumpy. He won't help the other toys to do their everyday jobs. He needs help understanding how to be a good friend and a helpful part of his community.	After learning about the impact they can have on their friends, family and community what small acts of kindness can they partake in throughout the week?
PSED	Identifying feelings and emotions, what makes us feel this way, how do we know when we are feeling a certain way.	Identifying feelings and emotions, what makes us feel this way, how do we know when we are feeling a certain way.	Read the story Lost and Found by Oliver Jeffers. Talk about the characters in the story and how they feel. Discuss what a friend is and how they can be good friends.	What job would they like to do when they are older? How might their job help people?	Identify the things that Bear could do to be more friendly and helpful to the other toys	Make a voting station with pictures of the different areas in the classroom and outdoor environment. Encourage the children to write their name or put a mark next to their favourite things to do.

PD – Fine Motor	Colour Sorting- linked to The Colour Monster, using tweezers to sort objects to the correct colour monster	Loose Part faces, explore using loose parts to create a face (their own or someone they know)	Invite the children to come to the 'dough gym' with a friend. Support the children to take turns, one giving an instruction and the other following, before swapping roles.	Provide the group with a large roll of paper on the floor and chunky pens. Play music and encourage the children to mark make together to the music.	Threading wool in and around laminated pictures of the helping bear to give him a new jumper.	
PD – Gross Motor	Children will be encouraged to engage with the outdoor space carefully and with consideration. It may be tricky for every child to manoeuvre around the indoor and outdoor space as it will be busier than normal.	Children will be encouraged to engage with the outdoor space carefully and with consideration. It may be tricky for every child to manoeuvre around the indoor and outdoor space as it will be busier than normal.	Children can work with a friend to guide them around the obstacle course, giving them instructions/directions on how or when to move.	Provide a selection of ride on vehicles for the children to use.	Help the bear get through the maze by driving him on the bikes to get the end end.	
Communication and Language	Circle time discussions, sharing interests/hobbies, talking about who is in our family, what we are excited about this year at school.	Invite the children to bring in pictures of their family members to share. Encourage the children to talk about who is in their family. Support the children to recognise similarities and differences between their families and their friends' family.	Talk about the new friends they have made in Muddy Ducks. How have they been a good friend? What activities do they like doing with their friends. What makes them the same/different?	Provide pictures of people who help us and watch the People who help us video or the Key workers video. Discuss the roles of people who help us with the children. Give the children the opportunity to share their experiences of life during the Covid 19 pandemic.	Discuss the how the bear can help his community? What helpful jobs might he be able to have?	
Literacy	Engage every child in mark making, observe if they have a dominant hand and their line drawings	Recognising own name card, writing initial sound in name, writing own name, writing names of family members.	Recognising own name card, writing initial sound in name, writing own name, writing names of family members.	Recognising own name card, writing initial sound in name, writing own name, writing names of family members.	Recognising own name card, writing initial sound in name, writing own name, writing names of family members.	
Maths	Counting in correspondence, representing numbers of importance e.g age or house number, matching/sorting.	Counting in correspondence, representing numbers of importance e.g age or house number, matching/sorting.	Sharing with friends. Talk about halving things so that they can share it with a friend.	Add 2-D and 3-D shapes to the construction area. Include pictures of emergency vehicles aand delivery trucks to inspire pictures and designs.	Counting bears. Children to practise 1 to 1 counting to 5 (10).	
Understanding the World	What is special to me? What are they good at?	There are lots of special people in their lives, including family and friends. Who lives in their house?	What is a good friend? Talk about the characteristics of a good friend.	Ask for parents to send in photos of themselves dressed in their work outfits and uniforms. If possible invite parents in to school to talk to the children about their jobs. Talk together about the different jobs that people	Explain to Bear how special people help the wider community.	

				do and create a display of the photographs.		
Expressive Arts and Design	<p>Provide a large piece of paper for communal painting. Squeeze ready-mixed paint in red, yellow and blue in different areas of the paper.</p> <p>Provide the children with cars, paint rollers and brushes. Encourage the children to make marks in the paint and talk about what happens as the paints mix.</p>	<p>Drawing family portraits, taking care to think about the parts of the body.</p>	<p>Create cards/pictures for their friends in the class.</p> <p>Talk about the colours/pictures their friend might like.</p>	<p>Add the Emergency vehicle and delivery van picture cards to the construction area and support the children to make their own vehicles to use in their play.</p> <p>Encourage them to look at the special features on the vehicles and find parts to represent them. Invite the children to talk about their designs and adapt them to make them even better.</p>	<p>Make a special thank you card with a message to someone in your community.</p>	