

Starting School

Year R EYFS

Autumn

Possible Lines Of Development (PLOD)

Project Overview

The children begin to learn how to be part of the school community. They learn the daily routines including how to play in the different areas of the unit, how the resources can be used safely and how to tidy up in each area. They learn how to navigate around the school, collecting snacks, delivering registers and exploring the school grounds. In these first few weeks the staff spend a lot of time playing alongside the children, getting to know them and observing their interactions. Alongside getting to know the children, we place a lot of focus on pencil grip and control and the correct formation of letters in the children's names. (We will be sending your child's name written in our handwriting style home for you to use when practising their name writing.) Please support us by always encouraging the letter correct formation at home. Ask us if you need support with this - we are always here to help. During this time we are required to do Baseline Assessment to find out what the children already know. **Please understand that there is no expectation that the children will achieve the italic statements in Literacy and Maths. For the most part they are what we will be teaching the children throughout the year.**

Communication & Language Listening, Attention & Understanding Speaking

- Sing the "Hello Song" to help to learn each others names.
- Answer the registers and select lunch choice.
- Talk about themselves by explaining the objects in their All about Me boxes
- Talk about their self-portraits, including colours and features of face and school uniforms.
- Listen to and join in with stories which have a Starting School theme.
- Follow instructions and learn our class/school rules and routines.
- Small World Play and Role-play

Understanding the World Past & Present People, Culture & Communities The Natural World

- Learn how to recycle our milk bottles and paper and discuss why we do this.
- Learn how to compost the waste fruit from snack time and what happened to it.
- Meet the fish and the chickens and learn how to care for them.
- Learn the outdoor rules such as caring for the animals e.g. bugs, pond life and our fish.
- Welly Walks - explore the school grounds.

RE

The children learn our lunchtime prayer. Along with our lunchtime candle routine where our star of the day gets to snuff out the candle. We will begin to engage with online Worship with Mr Paterson.

Computing

- Introduce the register on the Interactive Whiteboard (IWB)
- Learn to access and use programmes including Busy Things, All Day to Play and Active Inspire.
- Introduce the library scanner so children can begin to scan and take books home.

Personal Social Emotional Development Self-regulation Managing self Building Relationships

- Putting on shoes and wellies and dressing up clothes.
- Developing their independent use of the snack café and water bottles.
- Learning and following the school rules, including tidy up time routines, learning to line up, learning to take turns using a sand timer, playground routines, lunchtime routines and manners and being responsible for tasks on the 'jobs board'.
- Going on a school tour and looking for siblings.
- Learning each others names through the 'Hello' song and daily interactions.

Maths Number & Numerical patterns

- Count around the circle during register and count the number of lunchboxes on the trolley.
- Watch "Number Time" to introduce all of the numbers to 10 and then count out the correct number of objects. We also model number formation.
- Counting, matching and sorting at tidy up time
- *Baseline: Touch counting, number recognition, number ordering, one more, one less, addition and subtraction, 2D shape, pattern, size.*

Literacy Comprehension, Word Reading & Writing

- Look at stories relating to transition, friendship and books with a starting school theme e.g. Chopsticks, The Dot, Whiffy Wilson and Starting School.
- Engage with fine motor activities during 'Fun Gym' sessions to develop pencil control.
- Write their name to develop pencil grip and control, **correct letter formation**, tracing, then copying.
- Visit the library and scan out books to take home.
- *Baseline: Listening, ordering and answering questions about stories. Vocabulary, rhyming, initial letter sounds, blending and segmenting.*

Physical Development Gross Motor Skills Fine Motor Skills

- Engage in daily 'Fun Gym' sessions to work on children's fine and gross motor development. These sessions include Dough Disco, Cosmic Yoga, Write Dance, Finger Gym.
- Decorate their 'I am proud of..' covers to support their fine motor development.
- Assess and develop pencil grip and scissor control.
- Explore the play trails to develop the children's movements and physical confidence.
- Explore the outdoor area and resources including wheeled toys and climbing frame.
- Paint a self-portrait - developing tool control.
- Put on shoes and wellies and dressing up clothes

PE

Not in this project.

Expressive Arts and Design Creating with Materials Being Imaginative & Expressive

- Create line drawings of themselves. This will be the first page in their "I am proud of..." book.
- Paint self-portraits while thinking carefully about their features, colours and shapes.
- Introduce the children to junk modelling, large construction, small construction and playdough.
- Explore class dancing after our fun gym sessions.
- Act out buying and selling shoes in the shoe shop role play.

Music

Introduce and explore the music area and learn to sing the school prayer.