

South-Lincs Hub KS1 Cycle B Focus 1

EYFS 2021/2022

Prime Areas

Personal, Social and Emotional Development:

Teaching opportunities and NC Coverage:

Making Relationships:

Model kind hands and expected behavior towards those around us through play and interactions. Rolling snack at the red table; sit with children to model meal times to practice social skills and model.

Getting to know each others likes and dislikes.

Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions.

Circle time and games.

Social stories.

Support children to join in one another's play.

Sense of Self

Celebrate each child's uniqueness by openly talking with them about their individual characteristics and their similarities and differences with others in a positive way.

Value difference through showing genuine interest in and valuing all children's contributions through listening carefully and providing opportunities for children to be fully themselves.

Offer extra support to children in new situations or when they are feeling anxious or insecure. Talk to children about choices they make and help them understand that this may mean that they cannot do something else.

Be aware of and respond to the particular needs of children who are learning English as an additional language.

Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things.

Use books, stories and Persona Dolls to engage children in thinking about difference, unfairness, prejudice and discrimination.

The 5 senses

Understanding Emotions:

Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions

Model caring responses and comforting or helping behaviours in your interactions with all children.

Circle times to name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable. Put children's feelings into words for them.

Model how I manage my own feelings through role play with the other adults in the room.

Help children to recognise when their actions hurt others. Do not expect children to say sorry before they have a real understanding of what this means. Instead help them to suggest solutions to a conflict when they are emotionally ready.

Ask children for their ideas on what might make people feel better when they are sad or cross.

Set behavioural boundaries and expectations with rewards and behaviour charts

What makes me, me?

Communication, Literacy and Language:

Teaching opportunities and NC Coverage:

Listening and Attention:

Engage in role play and imaginary play scenarios and model listening behaviours.

Encourage children to listen to their friends and take turns in play and activities.

Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language.

Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.

Explain why it is important to pay attention by looking and listening when others are speaking.

Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully starting with simple actions and gestures, progressing to single words and phrases, and then to using more complex sentences.

Circle times

Small group work/conversations

Talking and discussing, taking turns in small groups or whole class about likes, dislikes, families, interests etc.

Understanding:

Prompt children's thinking and discussion through involvement in their play.

Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. You told me this model was going to be a tractor. What's this lever for?

Enjoy sharing stories with individual children and small groups based around families, feelings, emotions and sense of self. Engage in sustained shared thinking with them to extend their thinking and use of vocabulary.

Speaking:

Encourage children to participate talking in front of their peers in small groups and whole class during circle time and in small groups.

Model correct use of language by repeating back to children.

Introduce new vocabulary linked with the topic 'What makes me, me?'

Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.

Give time and make spaces for children to initiate discussions from shared experiences and have conversations with peers and adults, to get to know one another during circle times and during free flow play times.

Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions.

Plan collaborative activities. Help children to think and talk about how they will begin, what parts each will play and what materials they will need. Review activities with children and encourage them to think about and discuss the strategies they used.

Provide opportunities for children to participate in meaningful speaking and listening activities.

Physical Development:

Teaching opportunities and NC Coverage:

Moving and Handling:

Provide time and space for children to enjoy energetic play together outdoors.

Ball games in small groups and whole class to encourage turn taking, whilst learning one another's names by saying friends' names as they pass the ball for examples.

Model and encourage children to use big and small movements to mark make, draw and write about themselves and their families.

Health and Self Care:

Talk with children about why you encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.

Talk with children about the importance of hand-washing and infection control to keep themselves and their friends safe. them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.

Help children recognise strengths and weaknesses in their self-care and talk with them about how to overcome these.

Use social stories to support a child who is struggling to understand a new routine.

Find ways to involve children so that they are all able to be active inside and outside in ways that interest them and match their stage of development, health and ability.

• Usually dry and clean during the day

• Highlight the importance of physical activity and active play within the home setting, and the mutual pleasure and benefits for both adults and children from shared physical games and activities. Emphasising the fun can be more effective than warnings to parents

Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.

Talk about what is inside our bodies. Label body parts inside and outside.

Drawing around friends' bodies and writing labels.

Key Texts:

- "What makes me, me?" by Ben Faulkes and David Tazzyman
- 'Super Duper You' By Sophie Henn
- Incredible Me by Kathi Appelt
- "My friends and me"
- "Once there were Giants".
- "When I grow up."
- "The Colour Monster"

What makes me, me?

Specific Areas

Understanding the world:

Teaching opportunities and NC Coverage:

People and Communities

Encourage children to talk about their home and community life in circle times and through stories. Encourage children to find out about other children's experiences and build respect for those around them who may have different lives to them.

Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other in circle time.

Bring in photographs of our families to share and compare.

Encourage children to share their feelings and talk about why they respond to experiences in particular ways. Provide role plays- such as the doctors role play outside with a variety of resources to reflect diversity and to explore themselves.

Invite in people from the local community; a policeman when we are thinking about what we want to be when we grow up.

Technology:

Use of I pads to take photographs of one another to compare looks, similarities and differences.

Use I pads to encourage children to form relationships with one another by sharing them, sharing likes and dislikes.

The world:

Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.

Provide stories that help children to make sense of different environments.

Expressive Arts and Design:

Teaching opportunities and NC Coverage:

Creating with Materials:

Observe, analyse and document the processes involved in a child's creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals.

Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate.

Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.

Self portraits.

*Colour mixing with the story *The Colour Monster* to explore emotions and feelings.*

Being Imaginative and Expressive:

Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones.

Support children to gain confidence in their own way of representing and sharing ideas.

Recognise and promote children's agency in expressing their unique and subjective viewpoint through the arts.

Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas.

Celebrate children's imaginative ideas and creations by sharing them, e.g. impromptu performances, learning journeys with families, display documentation, digital portfolios.

Home corner

Mathematics

Teaching opportunities and NC Coverage:

Mathematics

Exploring height, who is the tallest, who is the shortest?

Ordering children by height

Noticing how we are all different

Noticing every day patterns through height and measure

What makes me, me?

Literacy:

Teaching opportunities and NC Coverage:

Reading:

Provide a range of reading materials that both enable children to draw on their home and community experiences and introduce children to a new and diverse range of texts, genre and media. Provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play.

Furnish the setting with diverse resources that reflect children's home cultures and the diversity of cultures in the local community, including dual language books, as well as artefacts that children are attached to, such as special objects, sounds, images, as well as animals and insects.

Read aloud to children every day, introducing children to a wide variety of literature, and talking about the print and digital books you share.

Encourage children to tell their own stories in their own way

Encourage children to add to their first-hand experience of the world by seeking information using print and digital sources of information

Share a story a week based on the topic from the key texts

Use questioning to draw out information from the text, modelling how to evidence this and relate to their own experiences.

Writing:

Notice and encourage children's drawing, painting and early writing and the meanings that they give to them

Celebrate and value children's early attempts at graphic representation – focusing on the meaning and content rather than letter formation.

Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. Support children in recognising and writing their own names.

Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.

Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.

Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors

Find out about, show interest in and legitimise children's out-of- school writing practices and interests

Provide a range of opportunities to write for different purposes about things that interest children. Resource role-play areas with listening and writing equipment, and ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.

Plan enjoyable activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.

Encourage children to ascribe to the marks they make

Link drawing and writing to stories and theme of the week to explore themselves and their abilities

Model writing names and asking them to have a go

Provide mark making opportunities in a variety of ways, both big and small

Plan a weekly 'big write' linked to story of the week, ask them to draw a picture in response to the story and ascribe to the marks they make. Adults to write down responses.