

100% Learning is underpinned by a fabulous curriculum	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Big Question	Who am I and who's special to me?					
100%CELT learners...	Understand that they are special and unique. Feel a sense of belonging to their school and class.					
100% learners will grasp essential core knowledge 100% learners will grasp these core concepts	Own first and surnames. <i>We all have similarities and differences to be celebrated and respected.</i>	Names of friends and family. <i>Our families can be all shapes and sizes.</i>	Names of body parts. <i>Our bodies can be all shapes and sizes.</i>	Name of town/village, know we live in Cornwall (own address) <i>We all have similarities and differences to be celebrated and respected.</i>	Names of feelings (happy, sad, scared). <i>Feelings help us understand ourselves and others.</i>	Own age and birthday. <i>We all have similarities and differences to be celebrated and respected.</i>
Key texts.	All Our Welcome – Alexandra Penfold Rock and Roll – Ruby Amy Thompson Out of the Blue –Robert Tregoning	Meesha Makes Friends – Tom Percival Owl Babies – Martin Wadell The Biggest Bed in the World – Lindsey Camp My Magic Family – Lotte Jeffs And Tango Makes Three – Justin Richardson	Little Red Riding Hood Funnybones – Janet and Alan Ahlberg From Head to Toe - Eric Carle	Goldilocks and the Three Bears The Three Little Pigs Can caravan - <i>Richard O’Niell</i> Jolly Postman – Allan Ahlberg	Colour Monster - Anna Llenas Ruby's Worry – Tom Percival The Worrysaurus - Rachel Bright Fergal is Fuming – Robert Starling	Kipper's Birthday – Mick Inkpen Elmer's Birthday – David Mckee Cake – Sue Hendra
Adult led activities to support this learning.	Group circle 'I like'. Offer choices in categories (food, colours, toys etc), for children to point to OR say. Sentence stem, 'my name is *** and I like', response from group is 'This is **** and they like...' Sort ourselves into different criteria. E.g. hair colour, pets/no pets, brothers/sisters, eye colour. This is me – draw themselves and make name jigsaw.	Small group circle sharing 'All about me' box and creating transient special display on table (photograph for exhibition). Pebble/Stick transient art families – discuss size of family members, how many, names. Etc. What makes a good friend – friendship recipe ... a spoonful of fun, a cup of kindness, a sprinkle of love. Circle time to discuss ideas.	Drawing round friends on big paper and naming body parts, add pre-made labels. 5 senses – investigations and explorations – senses walk, texture boxes, smelling pots. Skeleton craft using art straws, cotton buds, spaghetti/pasta. What can my body do? Action rhymes. E.g. jump, bend, clap.	Ask for pictures of the children outside their front doors to share in group time. Introduce names of the immediate town/village and local areas. Encourage them to say 'I live in'... Look at Google Earth and zoom in - street view to look at children's houses Sort photos of features from town and country to identify differences and similarities. Group circle looking at pictures of houses from around the world – similarities and differences	Portrait creation- stage 1 drawing using mirrors. Use mirrors to explore facial expressions- happy, sad, scared. Circle time using emotion words ... I feel happy when, sad when, excited when. Etc. Who are my trusted adults? Who Can I ask for help – circle time. Group circle - what makes me feel better?, self-regulation strategies (breathing techniques etc)	Portrait creation- stage 2 adding colour- mixing paint to match skin tone and hair. Making cakes/party food – cookery. Design a birthday card for a class toy. Where in the year are our birthdays? Create a visual. Discuss which months birthdays are in and who is older/younger.

<i>Routines and incidentals to support this learning.</i>	Circle games, 'hello song', self registration, book vote using names. Responding to name at lunchtime and fire practise.	Meet and greet and home time. Sentence stem 'I can see Auntie ****', 'I can see my little brother ***'. Lining up – using names for children to select the next person to line up (Who will line up after you?)	Songs 'Heads, shoulders, knees and toes', 'One finger one thumb', 'If you're Happy and you know it'. Whole body sitting and magnet eyes. Handwashing, Big Brush Club Fred games using body parts.	Meet and greet – how did you come to school today?	Fred games using emotions. Naming emotions throughout the day Class worry box/ worry monster Encouraging use of self-regulation strategies	Home Corner – birthday party resources. Calendar
New Elements to introduce into core provision. Core skills	Name cards. Choose it, use it, put it away. Resources available in the areas of the classroom – where to find what. How to use different areas of the classroom. Class rules.					