


Hazelbury Learning Quest

The Future is Us

Reception	What is important about me and my world?
	<p>Intent The children will settle into school life. They will be introduced to the school rules and routines as well as the Hazelbury Values with the focus on Respect. Pupils will also be taught about safety and feeling safe in school and what this means. Children will be taught how to form good relationships with adults and peers within the school. This will include developing an understanding of etiquette in school and learning basic manners. The children will also be taught about similarities and differences within their communities and each other.</p> <p>Implementation The children will identify and discuss different scenarios about school rules and routines through stories, the use of puppets and circle time activities. They will have visuals and posters displayed in the classroom to remind them of the rules and the Hazelbury values. The pupils will learn songs that will teach them about good manners which they will sing at fruit time. They will practise displaying good manners during role play activities, whilst in the lunch hall and around the school. They will take part in circle time activities and songs to learn each other's name and will be encouraged to form positive relationship and friendships with others by joining in with one another's play and activities. Through adult interaction pupils will learn how to share and take turns. Children will learn about similarities and differences with each other e.g. hair colour and eye colour, during creative activities such as painting self-portraits. Opportunities will be provided for children to talk about their families and countries that their families are from.</p> <p>Impact The children will be happy coming into school; they will be more confident and settled. Pupils will know the value of following instructions and the importance of respect. They will demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. The children will begin to express their opinions about the similarities and differences with one another.</p>



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Hazelbury Value - Respect

This value will be represented through stories, assemblies and circle time discussions through the half term.

Citizenship Focus (PSED)

Managing Self - Children will be aware of the boundaries set and of behavioural expectations in the setting. They will understand how others can be affected by their actions and begin to be able to negotiate and solve problems with each other.

In addition to this the children will learn positive relationships and to develop the skills to ask for help with respect and manners.

UNCRC Articles

Article 2 – No Discrimination – All children have these rights... No child should be treated unfairly for any reason.

Article 28 – Right to Education - Every child has the right to an education...discipline in schools must respect children's dignity and their rights.

British Values - Mutual Respect and Tolerance

Children will learn that although it is kind to help others, we should ask first as they may not want our help.

Engage, Enrich, Experience

Opportunities will be provided for pupils to share personal items from home e.g. favourite toy or pictures, and will learn about different job roles and how people in the community help us through visiting Role2Play.

Digital Learning

Children will be given access to their Chromebook and will be taught how to access learning on them.

Communication Language & Literacy

Listening, Attention and Understanding – Developing an understanding of how to listen carefully, why listening is important and how this shows respect to others

Speaking – Circle time activities to talk about their favourite things – *activities at school, food, animals*

Listen to and talk about stories – Harry and the dinosaurs go to school, Wemberly Worried, Red Rockets and Rainbow Jelly, My Mum and Dad make me laugh, The Family Book

Curriculum Areas covered: Understanding the World, Expressive Arts & Design and Physical Development



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National and School Curriculum		
Understanding the World	Expressive Arts & Design	Physical Development
<ul style="list-style-type: none"> • Talk about members of their immediate family. • Name and describe people who are familiar to them. • Draw information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Explore a variety of artistic effects to express their ideas and feelings (mixing skin tones, joining techniques, painting on different surfaces) • Move to music, expressing their feelings and responses. • Play instruments to express their feelings and ideas • Sing a range of well-known nursery rhymes and songs 	<ul style="list-style-type: none"> • Be independent in meeting their own care needs including, e.g. dressing and undressing, using the toilet, washing their hands. • Develop their small motor skills (threading, tweezers, pouring, stirring, using spray bottles, dressing and undressing dolls, playing with small world toys, and making models with junk materials, construction kits and malleable materials) • Develop their movement, balancing, riding and ball skills. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Collaborate with others to manage large items • Develop the skills they need to manage the school day successfully (lining up, queuing, lunchtimes,)