

## OUR FRIENDS (Transition Topic)

\* Continuous provision areas should be linked directly to the needs of the children based on transition information from EYFS to Year 1.

Objectives	Subjects	Teaching Ideas	Areas of Continuous Provision	Literacy / Maths Opportunities
<p><b>Early Learning Goal</b></p> <p>MR - Children play cooperatively, taking turns with others</p> <p>MR - Children take account of one another's ideas and how to organise their activity</p> <p>MR - Pupils show sensitivity to others needs and feelings and form positive relationships with adults and children</p> <p>MFB – Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable</p> <p>MFB - They can work as part of a group or class and understand and follow the rules</p> <p>MFB - They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>Year 1:</b></p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (e.g. by playing and working with friends or classmates).</p> <p>They can explain different ways that family and friends should care for one another (e.g. telling a friend that they like them, showing concern for a</p>	<p>PSED / PHSE</p>	<p><u>Maths:</u> Linked to objectives</p> <p><u>Literacy:</u> Stories with Familiar Settings – e.g. The Gotcha Smile</p> <p><u>Teaching Ideas (PM):</u> Focused modelling of writing opportunities in areas of continuous provision, e.g. modelling of writing labels in small world, modelling writing of shopping list.</p> <p>Related to a focus objective, e.g. circle games focusing on sharing, taking turns, team building.</p> <p>Creating their own family/friends album</p> <p>Children could study the work of a famous portrait painter (e.g. Picasso) and create their own self portrait in the same style (see art theme)</p>	<p><b>Role Play:</b> <u>Home area</u> Resources list: Large cardboard boxes Large tubes Light pieces of fabric Pegs Small table and chairs Rug Small clothes airier Resource boxes (e.g. picnic box, cooking box, baby box) - Children to create their own structure and develop their own interests by choosing their box of enhancements to play with</p> <p><b>Small World:</b> Eg. Dolls House and characters Park set and characters OR Grass/green pieces of fabric, people, trees etc. - Pupils are given opportunities to use their imagination, act out scenarios and begin to use talk for writing</p> <p><b>Maths area:</b> Suggested activities: Maths activities linked to objectives which show pupils have learnt a particular objective and can apply it independently</p> <p><b>Book area:</b> Books to change frequently due to reading ability of the children and topics being covered. Mix of fiction and non fiction. Suggestions – designed to be inviting/engaging area for pupils; puppets and props to act out a particular book; box of soft toys for children to choose a reading</p>	<p>Telephone and notepad Shopping list writing frames Cards (e.g. birthday) Magazines, newspapers Junk mail/leaflets Letters</p> <p>Lists (mini clipboards) , e.g. lists of furniture Labels (e.g. labelling in park, house) Spoken language – oral story telling</p> <p>See book area</p>

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family member who is unwell).			<p>buddy/toy to read to, CD/ICT listening centre.</p> <p><b>Sand or water:</b> Used if inked to specific learning Outside area – linked to social skills (taking turns/sharing) Transitional. - e.g. making different colours using coloured water. Predicting the new colour made; to develop fine motor skills using tweezers to pick to small objects from water; working in teams to balance pebbles. Or linked to small world, e.g. children create park area in the sand with given box of resources.</p> <p><b>Creative:</b> Variety of famous portraits, pictures of children, pictures of people/characters famous to the children. Variety of mediums and paper types/sizes displayed attractively for pupils to access.</p> <p><b>Construction:</b> Develop understanding of rules (e.g. sharing, set number of children at a time) Adult observations of children in the area to assess objective of working together as part of a team to construct. Resource suggestions: Non-fiction books e.g. of bridges, buildings Ipad/camera Clipboard and paper to draw finish product Home/town building</p> <p><b>Curiosity Table:</b> Linked to needs of children e.g. pencil grip     sorting activities     colour mixing     Autumn objects</p>	<p>Planning sheets Drawing sheet List writing</p>

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Year 1			Duration: 1-2 weeks
Teaching ideas.	Focus	Artist	National Curriculum objectives.
<p>Using photographs - children are given half of a photo of their face and must try to create a mirror image of this.</p>  <p>Picasso portraits from magazines. Creating faces using a collage effect.</p> <p>Look at African masks (Picasso was influenced by these) Children create their own Picasso style masks.</p> <p>Children draw their own self portraits on a square piece of paper. These are cut up and reassembled.</p> <p>Literacy links -</p> <ul style="list-style-type: none"> <li>• Information texts - about ourselves.</li> <li>• Poetry - kennings</li> </ul> <p>LINK TO MY FRIENDS OR MY FAMILY THEME.</p>	Portraits	Picasso	<p><b>A and D</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products.</li> <li>- to use drawing to develop and share ideas, experiences and imagination.</li> <li>- to develop a wide range of art and design techniques using colour, shape, form and space.</li> </ul> <p>Focus Key Skills Objectives</p> <p><b>L1</b></p> <ul style="list-style-type: none"> <li>○ I can show my ideas e.g. drawing, making a simple model and talking to someone about them.</li> <li>○ I can talk about how I feel about my own or somebody else's work. E.g. tell someone what I like about their work.</li> <li>○ I can think of ways to improve my own work.</li> <li>○ I can work in a group to make a large picture or a model.</li> <li>○ I can join simple objects together (e.g. boxes) to make models.</li> <li>○ I can join fabrics together by tying and gluing.</li> <li>○ I can cut and tear paper/ other materials to make pictures and simple patterns.</li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>○ I know and can talk about art from other cultures.</li> <li>○ I can talk about artists/ craftspeople from other times.</li> </ul> <p><b>L3</b></p> <ul style="list-style-type: none"> <li>○ I can describe and explain art from other cultures.</li> </ul>