



Theme / Topic: Ourselves/ People who help us

Big Question: Why are you special? Who are the people that help us in our community?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>This topic allows children to show interest in the lives of people who are familiar to them and to begin to talk about how families are different.</p> <p>Children will begin to talk about significant events and describe special times for their family or friends.</p> <p>Children will show interest in different occupations and ways of life.</p>	<p>Prior Learning / linked to topics:</p> <p>Children will be aware that they are part of a family.</p> <p>Children may be able to identify things that they like to do at home.</p> <p>Children will be familiar with stories about different families and relationships.</p> <p>Children will have some understanding about turn taking and developing friendships.</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p><u>Prime Areas:</u></p>	
<p><u>Personal, Social and Emotional Development</u></p> <p>Making Relationships</p> <ul style="list-style-type: none"> To respond to what others are saying or doing in order to keep play going. (30-50) To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) To begin to take steps to resolve conflicts with other children, e.g. finding a compromise. (40-60) <p>Self-Confidence and Self-Awareness</p>	<p><u>Key vocab / key questions:</u></p> <p>Friends, kind, family, share, loving, good choices, consequence, behaviour (good to be green), turn taking, sorry, forgive, mood monsters</p> <p>What makes a good friend? How are you feeling? How does ____ make you feel? What do you like doing at home? What do you like doing in school? What makes you special?</p>

- To become more outgoing towards unfamiliar people and more confident in new social situations. (30-50)
- To gain confidence in talking to other children when playing, and begin to talk more freely about own home and community. (30-50)
- To begin to talk about themselves in a positive way and identify some of their strengths. (40-60)

Managing Feelings and Behaviour

- To accept the needs of others and take turns and share resources, sometimes with support from others. (30-50)
- To agree to a class charter and to follow classroom rules and routines (40-60)
- To become aware of the boundaries set, and of behavioural expectations in their new class/ year group. (40-60)

What are our class rules?
Why do we need rules?

Communication and Language

Listening and Attention

- To join in with repeated refrains in stories and rhymes. (30-50)
- To listen to others one to one or in small groups, when talking about themselves and how they are unique. (30-50)
- To listen carefully to stories about being special, families and people who help and ask/answer questions. (40-60)

Understanding

- To responds instructions, e.g. to get a book and bring it to the table. (40-60)
- To listen to what other children say during play and when sharing ideas during discussions about family life. (40-60)
- To begin to answer a range of questions about themselves and the people who help us. (40-60)

Speaking

- To develop vocabulary and confidence to speak about what makes them special, beginning to use 'WOW' words. (40-60)

Key vocab / key questions:

Listening ears, good sitting, good looking, rhyme, turn taking, instructions, wow word, word of the week, because, and

What makes good listening?

Can you think of a word that rhymes with...?

What is rhyme?

Which object doesn't belong in our rhyming group?

Who helps you in school?

Who helps you at home?

Who helps you in our community?

Why do people help each other?

Can you use our special words during the day?

- To talk about their own experiences, clarifying ideas and extending sentences by using 'and' 'because'. (30-50/40-60)
- To use language to imagine and recreate roles and experiences linked with people who help us. (40-60)

Physical

Moving and Handling

- To begin to hold a pencil between thumb and two fingers and begin to form some recognisable letters. (30-50)
- To develop control when using scissors to cut along straight lines. (40-60)
- To explore and use a variety of malleable materials using basic movements e.g. pinching, rolling, twisting. (30-50/40-60)
- To begin to negotiate space successfully when playing racing and chasing games and avoiding obstacles. (40-60)

Health and Self-Care

- To be able to attend to toilet and hygiene needs independently e.g. washing and drying hands. (30-50)
- To put coat on independently and fasten it with support. (40-60)
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)

Key vocab / key questions:

Grip, fingers, thumb, tripod, crocodile, pinching, rolling, twisting, chasing, space, under, over, around, on top, below, wash, dry, clean, germs,

Why do we need to wash our hands?

How should you hold a pencil?

How can you change the shape of this play dough?

How can you stay safe?

What do you need to do when you have been to the toilet?

How can you stay safe on the climbing frame?

How do we stay safe outdoors?

Specific

Literacy

Reading

- To begin to identify words that rhyme (30-50)
- To listen carefully to stories linked to the topic, answer questions and make predictions about what might happen. (30-50)

Key vocab / key questions:

Rhyme, story, alliteration, prediction, book, page, clarifier, sound, beginning, middle, end, reteller, front cover, author, initial sound, segment, blend, title, questioner, character

- To handle book carefully and turn pages one at a time and begin to show an understanding of terms 'letters', 'words', 'page', 'beginning', 'end' (30-50)
- To begin to link sounds with their corresponding letter. (40-60)

Writing

- To hear initial sounds in words and group objects with the same sound. (40-60)
- To begin to link sounds to letters. (40-60)
- To begin to orally segment the sounds in simple words. (40-60)
- To recognise and begin to write own name using appropriate pencil grip. (40-60)

What is the initial sound in...?
 Can you chop up the word....?
 Can you predict what might happen next?
 Which words rhyme with...?
 What clues are on the front cover?
 What is the title of the story?
 What might we ask this character?

Mathematics

Numbers

- To recite numbers in order to 0 forwards and backwards from different starting points. (30-50)
- To count reliably up to 10 everyday objects using 1:1 correspondence. (40-60)
- To begin to recognise numbers up to 5/10. (40-60)
- To begin to recognise number represented in different ways e.g. objects, Numicon, money, jumps etc (40-60)
- To begin to use language of more, less or fewer to compare two sets of objects. (40-60)

Shape, space and measure

- Begin to use positional language. (30-50)
- Begin to talk about the size and shape of every day objects e.g. short, tall, round (30-50)
- Uses familiar objects and common shapes to create and recreate patterns. (40-60)

Key vocab / key questions:

Number, numicon, counting, growing, same, different, match, object, sort, compare, more, less, taller, shorter, shortest, tallest, big, small, long, behind, next to, on top of, below, behind, in front,

How many objects can you see? How can we check?

How many did we start with?

Can you show me what we need to do?

What is this number?

Which number belongs with this group of objects?

Which set has more/less/the same?

Which is the tallest/shortest?

Can you find me something that is shorter than the teddy?

What do we need to remember when we are comparing objects?

What shapes can you see?

Can you find me the circle that is bigger than this one?

Understanding the World

People and communities

- To identify similarities and differences between themselves and others. (30-50)
- To recognise a range of jobs within our community. (30-50)
- To talk about significant events, special times and family customs. (40-60)
- To learn positive attitudes and challenge negative attitudes towards different occupations and ways of life. (40-60)

The world

- Developing an understanding of growth, decay and changes over time (30-50)
- Shows care and concern for living things and environment (30-50)
- To explore and recognise features of their school environment and how plants start to change during autumn (40-60)
- To use their senses to explore and investigate a wide variety of materials including natural objects
- Develop their vocabulary in order to make distinctions between what they observe (40-60)

Technology

- To begin to recognise everyday technology in their lives (30-50/40-60)
- To use simple technology such as CD players, cameras, telephones etc (40-60)
- To name key components of a computer and use a simple paint program to create a digital drawing. (40-60)

Key vocab / key questions:

Seasons, community, birthdays, family, change, growing, caring, religion, God, the same, computers, laptop, tablet, email, monitor, keyboard, base, mouse, touch, smell, taste, see, hear

Who lives in your house?

Who has helped you in the community?

Who helps you in our school?

What are the four seasons?

What do you notice has changed from summer to autumn?

What do we use computers for?

Can you name the different parts of a computer?

Where would you see a computer?

Expressive Arts and Design

Exploring and using media and materials

- To begin to build a repertoire of songs, including songs to help know each other and introducing story characters. (40-

Key vocab / key questions:

Song, dance, sounds, characters, cutting, sticking, glue, paint, mixing, colour, loud, quiet, tools, materials, scissors, soft, rough, shiny, dull,

60)

- To explore the different sounds that percussion instruments make and how sounds can be changed. (40-60)
- To explore what happens when they mix colours when creating images linked to autumn colours (40-60)

Being imaginative

- To create simple representations of events, people and objects and talk about them. (40-60)
- To choose particular colours to use for a purpose. (40-60)
- To play alongside other children who are involved in the same play. (40-60)

- Can you draw a picture of yourself?
- Can you draw a picture of everybody in your family?
- What instruments can you hear in the song?
- How do you use scissors safely?
- What happens when we mix ___ and ___?
- Can you make a loud / quiet sound?
- Can you use the right colour for your hair / eyes etc.
- What actions could we use for this song?
- How can we share the equipment equally?

Safe Messages

A1-A3 B1, B2 and B6 C 1, C2 G1

Topic Resources:

See continuous provision planning for whole year group where resources are updated weekly.