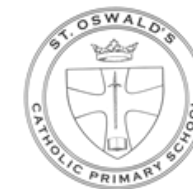


St Oswald's Primary School EYFS Planning 2023-2024



Medium Term Planning

Term: Autumn 1

Date: September 2023 – October 2023

Theme / Topic: Ourselves/ People who help us

Big Question: How are we different? Who are the people that help us?

Year Group: Reception	
Focus of Learning / linked to topics: 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. Children will begin to talk about significant events and describe special times for their family or friends. Children will name and describe people who are familiar to them within their community e.g. doctor, dentist, police. Children will be aware of how they have grown and changed and what keeps them healthy. Children will be aware of their own uniqueness and will celebrate their special traits/skills by acknowledging what they are good at.	Prior Learning / linked to topics: Children will be aware that they are part of a family. Children may be able to identify things that they like to do at home. Children will be familiar with stories about different families and relationships. Children may be aware of simple differences between people. Children may have shown an interest in different occupations. Children will be aware of their strengths and their own uniqueness. Children will know how to name some ways that they have grown over the years and may be able to talk about what makes a body healthy.
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)	
Prime Areas:	
<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none"> • Talk with new classmates to resolve conflicts when learning through play. • Understand how others might be feeling by recognising facial expressions, tone of voice and body language. • Talk with adults and other children about healthy choices in food, drink and tooth brushing. • Talk about the changes they have noticed in themselves as they have grown. • Build respectful relationships and friendships through working together and understanding the newly learnt rules in Reception. • Understand the importance of sharing, turn taking and compromise when playing with new friends. Outside Visitor – Sure Start to talk about dental hygiene	<u>Key vocab / key questions:</u> Friends, kind, family, share, loving, good choices, consequence, behaviour (good to be green), turn taking, sorry, forgive, feelings, healthy choices, hygiene, rules, compromise, changes. 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? What are our class rules? Why do we need rules? How do we stay healthy? Why is toothbrushing important? What can you do now that you are 4 that you couldn't do when you were 2?

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> ● Follow the golden rule of ‘good listening’ when on the carpet and when an adult is giving instructions. ● Listen carefully to new and familiar nursery rhymes and songs, identifying rhyming words and repetition. ● Engage in storytimes through joining in with repeated phrases and answering comprehension questions. ● To listen to what other children say during play and when sharing ideas during discussions about family life. ● Engage in non-fiction books based on their interests, such as dinosaurs, space or wild animals. ● Learn new vocabulary by listening carefully and repeating modelled language. ● Start a conversation with an adult or friend and continue it for many turns while in continuous provision. ● Use newly learnt vocabulary throughout the day when engaged in activities with friends and talking to adults ● Articulate their ideas and thoughts through well-formed sentences, repeating modelled sentences where necessary ● To develop some social phrases throughout the school day. Eg. Good morning / good afternoon when answering the register. 	<p><u>Key vocab / key questions:</u></p> <p>Listening ears, good sitting, good looking, good listening, kind hands, rhyme, turn taking, instructions, wow word, word of the week, because, and, repetition, storytime, ideas, conversation, understand, polite.</p> <p>What are our golden rules? 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? Tell me about your family. What do you like to do with your family? 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? What should we do if we want to talk to our teacher when we’re on the carpet? How do we answer the register?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> ● Draw or paint pictures of familiar people in our lives eg. Family, new friends or people who help us. ● To begin to hold a pencil using a comfortable grip/tripod grip demonstrating good control. ● To use one handed tools with some accuracy e.g. scissors, a hammer ● To explore and use a variety of malleable materials. ● To climb apparatus in the outside area safely, showing coordination and balance. ● To explore new outside spaces and surface textures safely. ● Begin to develop confidence in hitting different sized balls. ● Move in different ways and on different levels, able to complete small obstacle courses being aware of the rules in Reception. 	<p><u>Key vocab / key questions:</u></p> <p>Run, jump, climb, cut, grip, push, pull, pinch, twist, squash, rough, smooth, bumpy, soft, hard, on, off, gymnastics, balance, control, small, tall, wide, thin, straight and curved, rock and roll.</p> <p>Who is in your drawing? What mediums did you use to create it? How should you hold a pencil? How should we hold the scissors to cut along this line? What have you made from the Playdoh? How did you do it? Eg. rolling, pinching, squashing etc What helped you to balance when walking across our climbing frame? How can you travel safely on or around our indoor and outdoor apparatus? What different surfaces can you feel outside? How did you complete the obstacle course?</p>
<p><u>Specific</u></p>	

<p><u>Literacy</u></p> <ul style="list-style-type: none"> ● Explore and talk about the front covers of a range of books on the class library, understanding the title of the book is found here. ● Orally blend and segment familiar CVC words using Fred Talk. ● Read individual letters by saying the sounds for them ● To recognize the relevant 'red' words ● Notice words such as 'mum and 'mug' both start with a 'm' sound and know this is called alliteration ● Identify rhyming words in new and familiar nursery rhymes, stories and poems ● Write some letters with increasingly accuracy and control ● Write some or all of their name on independent work produced in continuous provision ● Write the initial sounds in words such as 'm' when writing 'mummy' 	<p><u>Key vocab / key questions:</u></p> <p>Rhyme, story, alliteration, prediction, book, page, clarifier, sound, beginning, middle, end, reteller, front cover, author, initial sound, segment, blend, title, questioner, character, alliteration.</p> <p>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? Where does every letter start when we write them? How do we hold our pencils? Can you remember our rhyme, 'nip, flip, there's my grip.' Can you spot one of our tricky words in this book?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● To be able to show amounts on fingers up to 5. ● To compare numbers within 5, showing a deeper understanding of each number. ● To subitise up to 3 objects (instantly recognize the number of objects represented in a variety of ways e.g. spots on a dice, stars, Numicon shape, Domino) ● Discuss routes and locations using words, 'in front' and 'behind' ● Select shapes appropriately both by name and when creating pictures with shape. ● Recognise some numerals and match with the same amount 	<p><u>Key vocab / key questions:</u></p> <p>Number, Numicon, counting, 'growing', 'showing', 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</p> <p>How many objects can you see? How can we check? How do you know that is three? How many did we start with? Can you show me what we need to do? What is this number? What shapes can you see? Can you find me the circle that is bigger than this one? Where is the teddy? Can you put the teddy in front of the basket? What shape have you used for the roof of the house? Can you show me three fingers? How many bears were under the blanket?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ● Share photographs and draw pictures of their family and learn about how there are lots of different families. ● Discuss similarities and differences between themselves and their peers, celebrating these differences and the diverse community that we live in. ● Name and describe people who are familiar to them within their community e.g. fire fighters, police, doctors, teachers, dentists. Talk about ways in which they help us. 	<p><u>Key vocab / key questions:</u></p> <p>Family, brothers, sisters, mum, dad, grandparents, son, daughter, auntie, uncle, cousin, same as, different to/from. Police officer, fire fighter, nurse, doctor, teacher, equipment, help, healthy, care for, safe, (plus vocabulary linked with their jobs e.g. hose, ladder, stethoscope, siren)</p> <p>Who is part of your family? Does anybody have a sister or brother? Who lives in your house?</p>

<ul style="list-style-type: none"> ● Discuss the responsibilities of different people within the community and their roles in society. ● Discuss the positive attributes needed for each role, challenging stereotypes that they may have heard. <p>Outside visitor – Invite different occupations eg. Police, farmer, nurse etc</p>	<p>Are all families the same? How are they different? Are your brothers/sisters older or younger?</p> <p>Who can help you when you are in school? Who can help you when you are ill? How can we look after our teeth? What could we do if we get lost outside? What do police officers/firefighters do? What equipment does a fire fighter need?</p>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ● Draw with increasing complexity and detail to represent familiar things such as families, friends, local area. ● Explore colour and colour mixing and use this skill to reflect signs of Autumn. ● Describe what they can see and talk about how they can represent the different colours and shapes. ● Remember and sing entire songs and explore pitch through copying an adult in pitch-matching games. ● Join in with familiar childhood nursery rhymes/songs, copying actions and performing. ● Explore pitch through musical instruments and link to movement. ● Learn to keep a steady beat using different body parts. 	<p><u>Key vocab / key questions:</u></p> <p>colour, mix, change, new, draw, paint, detail, features, shapes, texture, pitch, high, low, 'singing voice', beat, clap, tap, stamp, fast, slow, loud, quiet, feelings.</p> <p>Tell me about your drawing. How could you show me what your eyes look like? What colours do you need for your hair? How will I know how you are feeling in this picture? What colour will I make if I mix the blue and yellow together? How does red become orange? What colours can we see in Autumn? What shape is a police car? How can you show me how it moves? What colour is a firefighter's helmet? What colours will you need? Why did you like this song? What sounds did you hear? What does this music make you think about? If you hear a low sound move like a giant / If the music is fast move like a leopard.</p>
<p><u>R.E</u></p> <p>Why am I precious?</p> <p>Myself</p> <p>Know and understand:</p> <ul style="list-style-type: none"> ● The importance of my name – <i>Explore</i> ● God knows and loves me and each one by name – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>Why is welcome important? (Topic to be continued next half term)</p> <p>Welcome</p> <p>Know and understand:</p> <ul style="list-style-type: none"> ● What it is to welcome and be welcomed – <i>Explore</i> ● Baptism: a welcome to God's family – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	

RSHE

Journey in Love:

We are unique

Special names

Wellbeing week

Black History Month

Safe Messages

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

Topic Resources:

Books to be used: Ten Little Fingers Ten Little Toes by Mem Fox; Family and Me by Sam Hutchinson; Two homes by Claire Masurel; Grandad's Teeth by Rod Clement; The Five Senses by Alikei Brandenburg; From Head to Toe by Eric Carle; I Want to be a Police Officer by Joanna Brundle.

Extra Options: We are all Different – Twinkl original; Great Big Book of Families by Mary Hoffman; Charlie the Firefighter – Twinkl Original; Dear Zoo by Rod Campbell.

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.