



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. Children will learn about a range of people who help us in our community.	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)	
<u>Prime Areas:</u>	
<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none">• To recognise different emotions and how people show emotions.• To recognise some strategies to help us when feeling sad, worried or uncomfortable.• To talk about things they like and dislike.• To focus during small group activities and short whole class activities.• To follow one-step instructions• To wash hands and put coat on independently.• To put pumps on for P.E with support.• To explore the learning environment and begin to talk about the class rules.• To use the toilet independently.• To begin to talk about the importance of brushing teeth. (Sure-start visit)• To seek support of adults when needed.	<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?

<ul style="list-style-type: none"> • To gain confidence to speak to peers and adults, developing a positive relationship with their key person. • To identify trusted, safe adults who can help. • To share resources with their peers. • Outside visitor – Sure start to talk about Dental Hygiene 	<p>Why is toothbrushing important? What can you do now that you are 4 that you couldn't do when you were 2?</p>
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • To identify and talk about what makes a good listener. • To understand why listening is important. • To be able to follow directions. • To engage in story and rhyme time, joining in with repeated phrases and actions. • To talk in front of a small group. • To talk to class teacher and TAs. • To learn new vocabulary and use picture cue cards to talk about an object. 	<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"> • To move safely in a space. • To balance using larger body parts. • To vary levels of speed and stop safely • Watch and copy simple actions and sequences. • To follow a path and begin to travel in different ways e.g. hopping and jumping. • To sit and walk using a balance bike. • To mark make using different shapes and lines. • To develop the correct posture for mark making when sitting at a table. • To begin to use a tripod grip when using mark making tools • To use tweezer to transfer objects from one container to another. • To hold scissors correctly and cut along straight and zigzagged lines. • To hold a fork and spoon correctly. To begin to copy letters. • Pour sand/water from jugs into containers. 	<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>

<u>Specific</u>	
<u>Literacy</u> <ul style="list-style-type: none"> To use pictures to tell stories. To sequence familiar stories. <ul style="list-style-type: none"> To independently look at books, holding them the correct way and turning pages. To recognise their name. To recognise the first 16 set 1 sounds. (m, a, s, d t i n p g o c k u b f e) To recognise on sight some 'red words' – 'I, to, the' To begin to make the 1.1 word time green words using magnetic letters – mat, sat, mad, sad, Dad and Sam To copy their name and begin to write some/ all of it independently. To give meanings to the marks they make. To copy taught letters. To write initial sounds linked with sounds taught. To begin to write CVC words using taught sounds, during adult led RWI lessons. 	<u>Key vocab / key questions:</u> <p>Rhyme, story, alliteration, prediction, book, page, clarifier, sound, beginning, middle, end, retell, 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>
<u>Mathematics</u> <ul style="list-style-type: none"> To be accurate in counting, each thing must be counted once and once only and, in any order The need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds To know that the last number in the count tells us 'how many' (cardinality) Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers 'hiding' inside larger numbers To make their own AB patterns and copy/extend more complex patterns ABB and ABBC. To use mathematical language to talk about 2D and 3D shapes. 	<u>Key vocab / key questions:</u> <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>
<u>Understanding the World</u> <ul style="list-style-type: none"> To talk about experiences from Nursery, using vocabulary before, then, now. To recognise the order of events in the school day when using the visual timetable. To begin to make a timeline to plot the events during their time in Reception. 	<u>Key vocab / key questions:</u> <p>Family, brothers, sisters, mum, dad, grandparents, son, daughter, auntie, uncle, cousin, same as, different to/from.</p> <p>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>

<ul style="list-style-type: none"> To know that the emergency services exist and what they do. To identify similarities and differences between firefighters and nurses today and in the past when exploring photos To talk about changes made by different people from the past. To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and their peers. To know the name of the area the school is in and the main road by the school. Follow a map of the playground to find different areas. Describe different jobs that adults do and how they can help us (emergency services, GPs teachers) To talk about what they might be when grown up. (challenging children's assumptions about which careers might be for which people) To ask questions about the natural environment. To respect and care for their immediate environment. Pupils will explore change in materials from one state to another by combining different ingredients to make their own playdough. <p>Outside visitor – Invite different occupations eg. Police, farmer, nurse etc</p>	<p>Who is part of your family? Does anybody have a sister or brother? Who lives in your house? 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"> To create simple representations of people and objects. To draw and colour with pencils and crayons. To role play using given props and costumes. To explore different techniques for joining materials (Glue Stick) To use different construction materials. To learn about hygiene linked to handling food. To sing and perform nursery rhymes. To join in with year group singing time. To experiment with different instruments and their sounds. To talk about whether the like or dislike a piece of music. To create musical patterns using body percussion. To use costumes and resources to act out narratives. 	<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> Branch 1 Creation and covenant HEAR God made our beautiful world and everything in it. God made me. BELIEVE</p>	

God made me.

God loves me. God loves everyone.

God made the wonderful world.

CELEBRATE

The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.

Give thanks for God's wonderful world

LIVE

Look after me.

Look after God's world.

RSHE

Journey in Love: The wonder of being special and unique (Social and emotional)

Handmade with Love Story Sessions

-I am me

-Head, shoulders, knees and toes

-Anti-bullying week

-Road Safety Week

-Ready Teddy?

Additional PSHE elements:

Class charter, Good to be Green, Black History Month, Bonfire Safety

Wellbeing week

Black History Month

Safe Messages

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

Key Texts:

The Rainbow Fish

Ruby's Worry

The something

Elmer

Five Minutes Peace

The Gruffalo

Oi Frog

A friend for little bear

Have you filled a bucket today?

That's not my name