**Boarshaw Primary School**

**Autumn Term 1 Topic Unit Pack**

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|  | **What do I know about me?**  Children explore the ways in which we are all the same and the ways in which we are different. They think about what makes a family and how all families are different. They think about what they look like focusing on detailed drawings of themselves. They talk about and express their opinions on what they like and don’t like. They think about their heritage and where different people come from. They explore homes and how our home may differ from people around the world. They also explore all the things they can do with their bodies. |

What do I know about me?

Essential Knowledge 

**By the end of this unit our pupils will know…**

●What qualities we have that are the same and what qualities are different.

●How their families and other families are different.

●How to draw a self-portrait.

●That people from our class might come from different parts of the world.

●That we all live in different types of house and houses around the world are different.

●The names of their different parts and talk about what they can achieve with their bodies.

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| Launch |
| The hall of crazy mirrors – picture of babies and families. Baby clinic in the role play area. |

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| Explore |
| Explore ourselves and our families and how we are similar and different to each other. |

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| Celebrate |
| My special qualities. Children will explore what is special about them with a familiar  adult during a stay and play. |

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| Vocabulary |
| Unique – one of a kind  Diversity – differences. People are different in many ways, including race, ethnicity,  disability, age.  Individual – a single human being.  Family – A group of people who are related to us.  Self – Portrait – A drawing or painting that a person makes of ourselves.  Skeleton – The bones that  support our body. |

EYFS

Curriculum Objectives

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|  | Communication and Language | Personal, Social and Emotional  Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Development  Matters Objectives | Reception Statements ∙ Understand how  to listen  carefully and  why listening is  important.  ∙ Learn new  vocabulary.  ∙ Use new  vocabulary  through the day.  ∙ Ask questions to  find out more  and to check  they understand  what has been  said to them.  ∙ Articulate their  ideas and  thoughts in well  formed  sentences.  ∙ Engage in story  times.  ∙ Listen to and talk about stories to  build familiarity  and  understanding.  ∙ Use new  vocabulary in  different  contexts.  ∙ Listen carefully  to rhymes and  songs, paying  attention to how | ∙ See  themselves as  a valuable  individual.  ∙ Build  constructive  and respectful  relationships.  ∙ Think about  the  perspectives  of others.  ∙ Manage their  own needs. | ∙ Revise and  refine the  fundamental  movement  skills they have  already  acquired:  ∙ - rolling  ∙ - crawling  ∙ - walking  ∙ - jumping  ∙ - running  ∙ - hopping  ∙ - skipping  ∙ - climbing  ∙ Develop the  overall body  strength, co  ordination,  balance and  agility  ∙ Develop their  fine motor skills  so that they can  use a range of  pencils, scissors  and  paintbrushes  competently,  safely and  confidently.  ∙ Confidently and safely use a  range of large  and small  apparatus  outside, alone | ∙ Learn  individual  letter sounds  and  corresponding  formation.  ∙ Listen to  stories with  increasing  recall and  attention.  ∙ To orally  blend and  segment CVC  words.  ∙ To identify  initial sounds.  ∙ To recognise  sounds on  mats and in  the  environment.  ∙ To listen to a  range of texts  and talk about  preferences.  ∙ To recognise  their name  and familiar  words like  Mummy,  Daddy.  ∙ To write their  name. | ∙ To count up to  10 objects up  to 1:1  correspondent  .  ∙ To sort objects looking at  patterns,  similarities  and  differences.  ∙ To compare  amounts using  more and  fewer.  ∙ To begin to  recognise  numbers  automatically  on a dice/card  to 5 (subitise  to 5).  ∙ To match  quantities to a  numeral.  ∙ To compare  size, mass and  capacity.  ∙ To explore  pattern,  making simple  repeating  patterns. | ∙ Talk about  members of  their  immediate  family and  community.  ∙ Name and  describe  people who  are familiar to  them.  ∙ Recognise  some  similarities and  differences  between life in  this country  and life in  other  countries. | ∙ Sing in a group  or on their  own,  increasingly  matching the  pitch and  following the  melody.  ∙ Develop  storylines in  their pretend  play.  ∙ Explore and  engage in  music making  and dance,  performing  solo or in  groups. |

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|  | they sound.  ∙ Learn rhymes,  poems and  songs.  ∙ Engage in non-  fiction books. |  | and in a group.  ∙ Further develop and refine a  range of ball  skills including:  throwing,  catching,  kicking, passing,  batting, and  aiming.  ∙ Know and talk  about the  different  factors that  support their  overall health  and wellbeing:  - regular  physical activity  -healthy eating  -having a good  sleep routine. |  |  |  |  |

EYFS Curriculum Content and Planning

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| Week/Topic Question | Communication Language and  Literacy | Maths | Lesson 1 | Lesson 2 | Lesson 3 | Topic focus task | Physical  Development | RE/PSHE | ICT/Music  Song of the term - |
| Week 1-  6/9/23  (Children in for 3 days,  staggered) | **Starting School stories.** Talking about how we are feeling.  On entry assessments. | **Singing number rhymes.** Introduce the children to different number songs and what happens when we take or add. | No lessons due to  staggered intake. | No lessons due to  staggered intake. | Introduce children to our new classroom and their new friends. Introduce adults in the classroom and go around the circle and say everyone’s name. Roll a ball to a friend and say the name of the person they are rolling it to. Recap on the routines around our classroom. | On entry assessment  Settling in. | Gross Motor – Children to climb/balance on the outdoor play equipment.  Fine Motor – Fitting  shapes into jigsaw  puzzles. | PSHE - School rules- what are the school rules?  How do we follow the school rules? | ICT – Children to select the app they require on the I-Pads.  Music – Singing nursery Rhymes |
| Week 2-  11/9/23  How am I  the same?  How am I  different? | **The Colour Monster**  Children to listen to the story and discuss the different feelings. When do we feel these feelings? Children to share their experiences. What can we do when we feel happy, sad, upset? Discuss ideas of how we can help our friends.  FT – Baseline assessment | **Number Rhymes**  Counting  5 little Speckled frogs  5 little ducks  Sing the songs and  act out the rhymes.  Recite numbers to  10.  Counting 1:1 correspondence.  FT – On entry assessments | PSE  **How are we all the**  **same?**  Children to look into a mirror and explore the features of their face. Do they look the same as their friend? What else do we have the same? Explore different pictures of things that we like. Who likes a certain food? Why do we like these things? How do they  make us feel? | PSE  **How are we all different?** Children to explore and suggest how we are all different. Why do we like different things? What would happen if we all liked the same things? Suggest some items and ask children if they like them or not. Taste  different fruit – use  vocabulary to describe the fruit and talk about why we like it or dislike it. | UTW  **How are our lives**  **different?**  Around the World book. Look at the book and read through the children from different countries around the world. How do they look the same? How are they different? Do they have the same clothes, hats, shoes?  What do they eat, is this the same/different?  What is the weather like in their country and what clothes do they need to wear to match? | On entry assessment  Settling in. | Gross Motor – Develop fundamental movements, e.g. rolling, jumping,  hopping.  Fine Motor – making a necklace for a new friend. | PSHE -Me and My Relationships: Lesson 1 All about Me  Things that make us the same  Things that make us  different  What’s good about each of these things?  It’s nice to spend time with family and friends. It’s also ok to be alone sometimes and enjoy playing and doing things alone.  Special interests and skills  RE – Which stories are special and why? | ICT – Take pictures of the areas to display to show other children what tidy looks like.  Music – Singing and  performing nursery  rhymes at different  speeds. |
| Week 3-  18/9/23  What makes a family? | **The Colour Monster**  **Starts School**  Children to listen to the story and relate to their own experience. Talk about parts of the story and why the monster feels like he does. Order the events in the story. Retell the story in their own words.  FT – Baseline assessment. | **Match, sort and compare**  Matching objects (including pictures of objects)  Identifying a set  Sort objects to type  FT – Baseline assessment | **UTW**  **Who is in your family?** Children to share photographs of their own families. Who is in their families? What do we do altogether? What do we enjoy doing at home? Who lives in our house? Children to share their experiences with the class. | **UTW**  **How are all families**  **different and special?** The big book of families Children to listen to the book and discuss how all families and different and special. Talk about  families that have 2  mums or 2 dads, and  discuss adopted families. Children to compare the different families, talking  about similarities and differences. | **UTW**  **What things do we like to do with our families?** Ask parents to share experiences the children have had with their families outside school. How do we celebrate different events? Do we all celebrate in the same way? Show children a picture and talk about who likes it and dislikes it, discuss reasons for this. Children to debate why they like it but  accept the other children’s point of view. | **EAD**  **Family Picture**  Make and decorate a frame and draw our families. Children to talk about their families and scribe what they say. | Gross Motor – Use the bikes to develop large coordination skills.  Fine Motor – Use  paintbrushes to draw pictures of themselves and their family members. | PSHE -Me and My  Relationships: Lesson 2 What makes me special? Tell us about your special object (if children have brought this to school) or can anyone tell us about a special toy or object that you've had since you were very young? A  favourite book. A  favourite activity. A  favourite place. Did we all have the same things as our favourite thing? | ICT – Use a paint program to draw the people in their family.  Music – Clap rhythms to different music genres. |

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| Week 4-  25/9/23  What do I  look like? | **Little Red Riding Hood** Listen to the story and recall the main events. Act out the story and re  tell in our own words. Introduce new vocabulary. Describe the characters in the story.  FT – Sound Basket. Can you fill Grandma’s basket with items beginning with s? (Repeat with  other sounds). | **Match, sort and compare**  Explore sorting techniques  Sorting rules  Compare amounts  FT – Sort objects and give a reason for how they have sorted them. | **UTW**  **What features do I have on my face?**  Children to look at a face, can they name the features of the face? What do these parts of our face, e.g. our nose is for smelling. Name objects the children might not know, e.g. chin, cheeks, nostril, eyebrow. Why are these parts important? Show some parts close up on the board, can children guess what part of the face it is?  Provision – Children take picture up close of their friends, can the class suggest who it is? | **EAD**  **Who is Freda Kahlo?**  Children to learn about the artist Freda Kahlo. Explore facts about her. Look at her paintings, what has she done in each painting? Introduce the word self-portrait, what does this mean? Show children her  different portraits and ask children to comment on which ones they  like/dislike and why. Ask children to have a think about what colours they would like to be on their own painting. | **EAD**  **How do we draw a self-portrait?**  Recap on the portraits we looked at yesterday and show children a simple portrait. Explain we need to look in a mirror to draw a portrait. Model looking in a mirror and drawing a self-portrait. Add in all the features we  talked about in lesson 1. Children to suggest ideas to improve the portrait and introduce children to different techniques to use. | **EAD**  **Self portrait**  Children to create their own portrait focusing on the work on Freda Kahlo. Children to create a background and stick their self-portrait onto it. Work to be used around the classroom. | Gross Motor – Practice throwing and catching a ball.  Fine Motor – Using  pencils to draw a self-portrait. | PSHE -Me and My  Relationships: Lesson 3: Me and my special  people  Who are your special people that you like to spend time with, outside school?  Does everyone have the same special people? (some are grandparents or other relatives, some are family friends, some are pets).  Does everyone have the same special people - e.g. did everyone say  grandparents? (No -  because not everyone has same number or type of relatives, friends, pets etc.) | ICT – Children to take pictures of other  children’s face up close and share with the class.  Music – Begin to move to different types of music. |
| Week 5-  2/10/23  What I like best is? | **Ruby’s Worries**  The Write Stuff  Children to read the story and talk about the key features and feelings in the text. Introduce  children to new  vocabulary and share experiences.  FT – Children talk about their experiences. | **Measure and patterns**  Compare size  Compare mass  Compare capacity  FT – Compare different boxes using mass, capacity and size. | **UTW**  **What do we like?**  Ask children to think  about something they really like. Share your experiences and  discussing things that you like. Ask children to  suggest ideas and also have some ideas on the board. Did we all like the same things. Play a game – hands up if your like pizza, broccoli,  swimming, muddy  puddles etc? | **UTW**  **What do we dislike?**  Gather children’s ideas of things that they dislike. (Going shopping, eating different foods). How do we feel when we have to do these things? Explore why we have to do things we dislike. What do we do if our friends want us to do something we  dislike? Play a game with the parachute – swap places if you don’t like singing, dancing, football, peas? | **UTW**  **Do we all like the same things?**  Children to think about if children all like the same things. Children to taste different fruit that maybe unfamiliar to them.  Describe the texture and explain where each fruit comes from. Once tasted ask the children to order  their own fruit cards from the best they liked to the least. Explore if we all ordered the same way and discuss reason why.  Provision – what is our favourite animal?  Children to create tally charts. | Gross Motor – sports for the children to try that they like or dislike.  Football, cricket, tennis.  Fine Motor – Using  scissors to cut out thing we like and dislike. | PSHE -Me and My  Relationships: Lesson 4: Who can help me?  Who does Harold like to spend time with?  Who else might he like to spend time with that we can't see on this page? Who do you like to spend time with - at school, at home?  Who can we go to if we need help with  something - at school, at home? | ICT – children to use a pic collage program to make a poster of what they like.  Music – Move and  perform to different  types of music. |
| Week 6-  9/10/23  Where in  the world  does my  family come from? | **Ruby’s Worries**  The Write Stuff  Follow plot points to  develop sentences about the story. Children to have a turn at chotting and orally composing their own sentences  using the new  vocabulary.  FT – Orally compose  sentences relating to the plot point. | **Measure and patterns**  Explore simple patterns  Copy and continue simple patterns  Create simple patterns  FT - Potato printing to create a repeated pattern. | **UTW**  **Where do we live?**  Introduce children to Earth. Explain where we live and talk about how the earth is round. Find the UK on a world map and then find Middleton on a UK map. Teach  children about London being the capital city. Look at different types of houses and think about the type of house they live in. Children to explore and find their house on google maps. | **UTW**  **Who has come from**  **another country?**  Ask children to share if they were born in a different country or if their family still lives in a different county. Plan the lesson based on the  needs of the class and which countries to explore. Talk about different features of the other countries. | **UTW**  **Where would we like to live?**  Introduce children to different parts on a world map, e.g. hot countries and cold countries.  Explore the polar regions, cities and beach places. Where would be like to live? Children to give  reasons for their  answers. Can they  persuade the teacher to move to this country with them? | **UTW**  **Countries around the world**  Children to explore a  world map and discuss different countries  around the world. Where does their family come from? Have they been to any other countries?  Explore artefacts and items from other countries, e.g. boomerang. | Gross Motor – Sweeping up outside.  Fine motor – cutting item from magazines and  sticking them in the  correct place in the  house. | PSHE -Me and My  Relationships: Lesson 5: My feelings  Elmer story. Who could he go to for help? Who helps us? When have we felt this feeling? | ICT – children to use a pic collage program to make a poster of what they like.  Music – Children to learn the ‘I am Special’ song. |

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| Week 7 –  16/10/21  What can I do with my body? | **Ruby’s Worries**  Follow plot points to  develop sentences about the story. Children to have a turn at chotting and orally composing their own sentences  using the new  vocabulary.  FT – Sort different points of the story into different emotions. | **Circles and triangles**  Identify and name  Compare  Shapes in the environment  Describe position | **PD**  **Can we complete an**  **obstacle course?**  Children to think about what would be good for an obstacle course.  Create a map of a course and then go outside to set up the course. Can they children complete the obstacle course? | **PSE**  **How do we keep our bodies healthy?**  Ask children to think  about how we keep our bodies healthy. Explore physical activity, healthy eating and a good sleep routine. Ask for children  to share experiences and explain why each of these is important.  Provison – Role play  putting teddies to sleep. What do we need to do before they can go to sleep? | **PSE**  **Stay and play**  Looking at personal  qualities of ourselves. Children and parents to work together to create a picture of each child that is full of good qualities. | **PD**  **Keeping Healthy**  Children to talk about ways in which they keep healthy in regard to  physical activity, good sleep routine and healthy eating. | Gross Motor – obstacle course  Fine Motor – Q-tip  painting | PSHE -Me and My  Relationships: Lesson 6: My feelings 2  Exploring the emotion sad. When are we sad? What makes us sad?  What can we do when we are sad?  Read Dogger. | ICT – Children to explore purple mash and the  body section.  Music – Children to  perform the I am Special song to their grown up at the stay and play. |

Termly Baking Experience – Toast/Crispy Cakes