

Boarshaw Primary School

Autumn Term 1 Topic Unit Pack



Who lives in my house?

We will talk about the people who live in our houses and the people who are important to us. We will talk about special people in our families. We will explore different types of houses and materials used for making houses. We will explore what it is like around our houses and the local environment. We will think about the people that might visit our houses including people who help us.

Who lives in my house?

Essential Knowledge

By the end of this unit our pupils will know...

- Who lives in my house? What are they called?
- What is special about my family?
- Who are the important people in my life? Why are they important?
- Are all houses the same? How are houses built? What is my house made of?
- What is my house address?
- What is it like in my house? What rooms are in my house?
- What can I see out of my window?
- What is my local environment like? What is there in the world around me?
- Who visits my house?
- Who helps me?

Launch

Explore a model village with photographs of our local area.

Watch videos of family and community life.
Are all families the same? Do we recognise things from our own experiences?

Explore

Talk about our home and family and what makes them special.

Explore my home and other buildings.
Explore the environment around me.

Think about the people who help me at home, at school and in the wider world.

Celebrate

Walk around the local area and explore significant buildings and features, such as parks, shops and houses.

Vocabulary

family – a group of parents and their children living together
house – a building that people live in
home – the house you live in, where you belong
environment – the area around us
unique – not like anything else
one of a kind – not like anything else
special – different from and better than what is usual

Week/Topic Question	Communication, Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	EAD session	Physical Development	PSHE	Music
Week 1 - 06.09.23 (3 days) Settling in.	Settling in, exploring the classroom Reading stories Singing familiar nursery rhymes.	Counting rhymes and settling in	Settling in, exploring the classroom	Settling in, exploring the classroom	Settling in, exploring the classroom	Exploring in the classroom.	Fine motor: Colouring, mark making Finger gym – feeding the colour monster (pom poms and different ways to pick them up e.g. tweezers, spoons, fingers) Gross motor: Exploring outdoor provision, encourage to walk, run, skip, jump, climb etc. Introduce bikes and trikes	Coping with changes – settling in	- Singing: Wake up! (Out of the Ark) - Listen and respond to music – moving to music
Week 2 - 13.09.23 Who lives in my house? What are their names?	Nursery Rhyme Focus: If you're happy and you know it. <i>Reading stories about starting school discussing children's emotions and feeling.</i> Harry and the dinosaurs go to school. Starting school	5 Little Speckled Frogs Recite numbers to 5 Count fingers, taking away one finger each time	<i>The Family Book – Todd Parr</i> Who am I? (Circle time, rolling a ball around the circle – what is your name?)	Who lives in my house?	Who is this? (pictures of families)	Looking in mirrors at faces what can we see	Fine motor: Colouring and mark making Finger gym – loose parts – making faces Gross motor: Frog jumping game	Marvellous me. Read the story 'Things I Like' by Anthony Browne. What does he like? Do we like the same things?	- Singing: Wake up! (Out of the Ark) - Listen and respond to music – copying a simple rhythm
Week 3 - 20.09.23 What is special about my family?	Nursery Rhyme Focus: Head, shoulders, knees and toes. <i>Maisie Goes to Nursery</i> How was Maisy feeling about going to Nursery? Do we feel excited? What do we look forward to? Think about the new friends we have made at Nursery. Look carefully at the 'noisy time' part of the book. Can we be sound explorers?	5 Currant Buns Counting 5 objects Using fingers to count and represent numbers Reciting numbers to 5 and beyond	<i>The Family Book – Todd Parr</i> Who is special to me?	Who else looks after us?	Who helps us in school? (being a good friend, asking adults for help)	Children to create faces with transient art resources cork board pebbles	Fine motor: Finger gym – putting cherries on buns – developing pincer grip, one to one correspondence Gross motor: Ball skills – rolling, throwing, catching, kicking	Marvellous Me Reread the story from last week. Show pictures on the board - do we like these things? Do we all like the same things?	- Singing: Wake up! (Out of the Ark) - Listen and respond to music – copying a simple rhythm

<p>Week 4 - 27.09.23</p> <p>What is my house like? What is my address?</p>	<p>Nursery Rhyme Focus: Miss Polly had a dolly.</p> <p><i>The Three Little Pigs</i></p>	<p>2D shape Introduce circle and triangle Explore shape books Use language to describe shapes Find shapes in the environment Use shapes to create pictures</p>	<p><i>Belonging – Jeannie Baker</i></p> <p>What is a house? (sorting e.g. house, flat, shed, caravan)</p>	<p>What does my house look like?</p>	<p>Can you draw your house?</p>	<p>Sorting objects into correct rooms</p>	<p>Fine motor: Scissor skills</p> <p>Gross motor: Big painting – using large paintbrushes, carpet samples etc to paint large house outlines</p>	<p>Marvellous Me Circle Time What do I like? Do we all like the same things?</p>	<p>- Singing: Wake up! (Out of the Ark)</p> <p>- Listen and respond to music – actions and dance</p>
<p>Week 5 - 04.10.23</p> <p>What is my house made of?</p>	<p>Nursery Rhyme Focus: Wind the bobbin up.</p> <p><i>The Three Little Pigs</i></p>	<p>5 Cheeky Monkeys Compare different amounts of objects (monkeys) Select group with more/fewer Select more/fewer than a given group of objects</p>	<p><i>Let’s Build a House – Mick Manning</i></p> <p>How can we describe the texture of materials?</p>	<p>What are the things around us made out of?</p>	<p>Can we build a house?</p>	<p>Constructing buildings e.g. blocks, junk modelling</p>	<p>Fine motor: Pencil skills</p> <p>Gross motor: Construction – lifting, carrying, stacking, balancing</p>	<p>I am Special What was in the box? Who is special? Why are we special? Sing ‘I Am Special’ song.</p>	<p>- Singing: Wake up! (Out of the Ark)</p> <p>- Listen and respond to music – actions and dance</p>
<p>Week 6 - 11.10.23</p> <p>What can I see out of my window? What is my local environment like?</p>	<p>Nursery Rhyme Focus: Pat a cake – (make cakes)</p> <p><i>Postman Bear</i></p> <p>[Plan using The Write Stuff format]</p>	<p>5 Little Men in a Flying Saucer Use fingers to count and subtract Count aliens to 5 Recite numbers to 5</p>	<p><i>Window – Jeannie Baker</i></p> <p><i>In Every House, on Every Street – Jess Hitchman</i></p> <p>What can we see out of the classroom window?</p>	<p>What is there in our local environment?</p>	<p>What can we see through our window? (magic window looking at different places)</p>	<p>Look at artists’ views through windows. What could they see? Draw what you see through your window</p>	<p>Fine motor: Letters – putting letters in envelopes, sticking on stamps, posting in post boxes</p> <p>Gross motor: Musical statues – practising holding a pose e.g. standing on one leg Obstacle courses</p>	<p>I am Special Circle time Why am I special? What am I good at? Am I kind, helpful?</p>	<p>- Singing: Wake up! (Out of the Ark)</p> <p>- Creating - playing instruments</p>

<div>Week 7 - 18.10.23</div> <div>Who visits my house?</div> <div>Parent workshop.</div>	<div>Nursery Rhyme Focus: <i>Twinkle Twinkle Little Star</i></div> <div><i>Postman Bear</i></div>	<div>Positional language</div> <div>Where is the Teddy? (game)</div> <div>Put items in different places by following instructions</div> <div>Say where the teddy is using positional language (under the table, on the chair, etc.)</div>	<div>Who visits my house? (e.g. family, friends, babysitters, postman)</div>	<div>What does the postman bring?</div>	<div><i>Wednesday 2-3pm</i></div> <div><i>Stay and Play (parents) – making self-portrait and talking about what makes us special</i></div>		<div>Fine motor:</div> <div>Wrapping and unwrapping parcels with paper and ribbon</div> <div>Gross motor:</div> <div>Following a trail – postman</div>	<div>I am special</div> <div>Read ‘The Big Book of Feelings.’</div> <div>How do we feel? When do we feel like that? Is it OK to feel these emotions?</div>	<div>- Singing: Wake up! (Out of the Ark)</div> <div>- Creating - playing instruments</div>
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<div>Baking experience</div> <div>Exploring changes of state (melting, toasting – reversible and irreversible changes)</div> <div>Chocolate crispy cakes</div> <div>Toast</div>
