



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.

Launch

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



Explore

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



Celebrate

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

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

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters Objectives	<p>Reception Statements</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • - 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<p>they sound.</p> <ul style="list-style-type: none">• Learn rhymes, poems and songs.• Engage in non-fiction books.		<p>and in a group.</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">- regular physical activity-healthy eating-having a good sleep routine.				
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EYFS Curriculum Content and Planning

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- 6/9/21 (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- 13/9/21 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- 20/9/21 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.	Number rhymes 10 in a bed 10 fat sausages Children to order numbers to 10 as a class. Think about what number comes next. 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 together? 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	EAD Family Picture Make and decorate a frame and draw our families. Children to talk about their families and ascribe what they say.	Gross Motor – Use the bikes to develop large co-ordination 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.

					children's point of view.				
Week 4-27/9/21 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).	Whiterose Maths Phase 1 – Just Like Me Matching and Sorting The Button Box by Margarett S. Reid Children to explore sorting and matching different items to each other, including jigsaw puzzles, buttons to sort, different counters to sort. Explore sorting them in different ways, including colour, shape and size. Compare the amounts in each group. 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? Provison – 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 5-4/10/21 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.	Whiterose Maths Phase 1 – Just Like Me Comparing size, mass and capacity. Dear Zoo by Rod Campbell. Compare the sizes of the different animals in the book. Look at the boxes of each animal, what other animal could it be? Explore weight and capacity through practical modelling. 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 6-11/10/21 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.	Whiterose Maths Phase 1 – Just Like Me Exploring Patterns Look at patterns in the environment and animals. How can we describe the pattern? Create repeating patterns using natural objects. Encourage children to say what comes next. FT - Potato printing to create a repeated	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	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	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.

		pattern.	live in. Children to explore and find their house on google maps.		move to this country with them?				
Week 7 – 18/10/21 What can I do with my body?	<p>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.</p> <p>FT – Sort different points of the story into different emotions.</p>	<p>Whiterose Maths Phase 2 – It's Me 1, 2, 3 Representing 1, 2, 3 I'm Number One by Michael Rosen Introduce numbers 1, 2 and 3. Place them in order, say one more and one less. Get the correct number of objects to match. Subtitise to 5. Compare two groups using more or fewer.</p>	<p>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?</p>	<p>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.</p> <p>Provison – Role play putting teddies to sleep. What do we need to do before they can go to sleep?</p>	<p>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.</p>	<p>PD Keeping Healthy Children to talk about ways in which they keep healthy in regard to physical activity, good sleep routine and healthy eating.</p>	<p>Gross Motor – obstacle course</p> <p>Fine Motor – Q-tip painting</p>	<p>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.</p>	<p>ICT – Children to explore purple mash and the body section.</p> <p>Music – Children to perform the I am Special song to their grown up at the stay and play.</p>

Termly Baking Experience – Toast/Crispy Cakes