



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

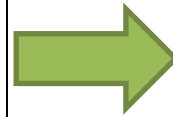
By the end of this unit our pupils will know...

- 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

Who lives in my house? EYFS Curriculum Content and Planning

Week/Topic Question	Communication, Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	Topic focus task	Physical Development	PSHE	Music
Week 1 - 6/9/21	Settling in, exploring the classroom	Counting rhymes and settling in	Settling in, exploring the classroom	Settling in, exploring the classroom	Settling in, exploring 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 - 13/9/21 Who lives in my house? What are their names?	<i>The Colour Monster</i> Read story. Talk about the different emotions we all feel at different times. Discuss how we are feeling this week. We might be feeling all mixed up like the Colour Monster. Talk about how it is OK to feel different feelings and what we can do to make us feel better when we are sad/angry etc. Link colours/feelings. Think about how we feel. What colour is it? Add our colour to class Colour Monster outline.	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)	Making self-portraits (loose parts) – Giuseppe Arcimboldo	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 - 20/9/21 What is special about my family?	<i>Maisie Goes to Nursery</i> How was Maisie 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)		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 - 27/9/21</p> <p>What is my house like? What is my address?</p>	<p><i>The Three Little Pigs</i> [Plan using The Write Stuff format]</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> 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 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) - Listen and respond to music – actions and dance</p>
<p>Week 5 - 4/10/21</p> <p>What is my house made of?</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> 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 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) - Listen and respond to music – actions and dance</p>
<p>Week 6 - 11/10/21</p> <p>What can I see out of my window? What is my local environment like?</p>	<p><i>Postman Bear</i> [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> <i>In Every House, on Every Street – Jess Hitchman</i> 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 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) - Creating - playing instruments</p>
<p>Week 7 - 18/10/21</p> <p>Who visits my house?</p>	<p><i>Postman Bear</i></p>	<p>Positional language Where is the Teddy? (game) Put items in different places by following instructions Say where the teddy is using positional language (under the table, on the chair, etc.)</p>	<p>Who visits my house? (e.g. family, friends, babysitters, postman)</p>	<p>What does the postman bring?</p>	<p><i>Wednesday 2-3pm Stay and Play (parents) – making self-portrait and talking about what makes us special</i></p>		<p>Fine motor: Wrapping and unwrapping parcels with paper and ribbon Gross motor: Following a trail – postman</p>	<p>I am special Read 'The Big Book of Feelings.' How do we feel? When do we feel like that? Is it OK to feel these emotions?</p>	<p>- Singing: Wake up! (Out of the Ark) - Creating - playing instruments</p>

Baking experience

Exploring changes of state (melting, toasting – reversible and irreversible changes)

Chocolate crispy cakes

Toast