



Springwell Park

Medium Term Planning – Reception

Autumn 1 – Who Am I?

Focus (overview)

School Value Link- Resilience

The children learn all about themselves within this topic. The children explore themselves as a **valuable individual** and are able to focus on feelings and emotions. The children then focus on **their family** and are able to share photographs of their family members and complete self and family portraits. Whilst exploring families, children explore the similarities and differences between families and their traditions and routines. The children are then able to **explore the setting relevant to the children**, starting with their school environment and then the local area – this includes going on a community walk, where the children are able to recognise places that are special to them. Through this topic, the children develop an understanding of who they are, including their family and local area.

Prior Learning

Nursery have a topic called 'Amazing me!' The children learn all about themselves in this topic.

Links to Y1 curriculum

Year 1 children have a Geography topic in Autumn 2 called 'What is Our School and Surrounding Area Like?' Within this topic, the children explore the local area and can build on the knowledge that the children learnt in reception.

Year 1 children have a PSHE topic called 'Healthy Relationships' in Summer 1. The children learn all about different families within this topic.

(Key Concepts)

This links to the Y1 key concept of 'settlement'.

End Points

- Children will be able to express themselves as an individual and be aware of different emotions and feelings.
- Children will be able to explore the similarities and differences between families and discuss these verbally.
- Children will be able to demonstrate awareness of the local area and name landmarks from around the school.

Relevant ELG's

Personal, Social and Emotional Development – Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Understanding the World – People, Culture and Emotions

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.

Activities

- The children learn all about feelings and emotions that they may feel at different times. Clear classroom rules and boundaries are set during the settling in period. **PSED**
- The children chalk outline around their whole bodies outside **PHYSICAL**
- The children complete self-portraits, focusing on themselves as an individual, and attempt to write their name underneath. **LITERACY and EAD**
- The key text will be read and discussed with the children. The children will discuss different characters and families in the book. **LITERACY**
- The children will be able to share photographs of their families and discuss similarities and differences, focusing on beliefs, traditions and routines. **UTW**
- The children complete family portraits. **EAD**
- The children will be able to explore a community map. **UTW**
- The children are able to go on a community walk, where they are able to recognise places that are special to them in and around the school. This includes the school, local shops, park, and local church. **UTW**

Continuous Provision

Creative area

- The children complete facial feature recognition activities, such as cutting and sticking features onto a blank face template (nose, ear, mouth, etc)
- Face templates

Writing/Mark Making area

- Draw a map
- Name writing
- Drawing the local community and special places

Role play

- Home corner set up with real life home items, where children can role play different families.

Book corner

- Range of books reflecting different families, homes, and life styles.

Construction area

- Building the local community out of blocks, such as church, shops, doctors.

Outdoor Provision

Large Construction

- Build somewhere for you to live (a house, a castle, a flat, a caravan).
- Different sized houses for different sized groups or families.
- Build a community/schools/shops/places of worship (local community).

Mud Kitchen

- Set up with items from kitchens at home, recipes to follow from different cultures.

Mark Making

- Children to write/make name with letters. Different resources each day- sand with paintbrushes, wooden letters, chalk, pencils and paper.
- Draw a picture of yourself and family.
- Family stones- use pebbles and paint.
- Draw a map (local community).
- Drawing special places (mosque, church, youth clubs.)

Water Area

- Dolls in the water with sponges/shampoo/soap. Care for the babies.

Topic focus

- Eye spy game- different parts of body/appearance. What is different and what is the same about each child?
- Make stick puppets- create a family, use them in play.
- Using natural resources- create different faces.
- Talk about emotions.

- **Maths**
- Focus on numbers 0-10- correct order.

Key texts

- The Family Book – Todd Parr

Stories to branch out

- Here We Are – Oliver Jeffers
- My First Day at School
- Smeds and the Smoods – Julia Donaldson
-

Key Vocabulary

- Family
- Unique
- Different
- Similar
- Local
- Community
- Special