

Unit planner: Who am I? FS2 Weeks: 7

<p>Key Concepts: Home, belonging, beliefs and friendship</p>	<p>Intent: To create an engaging learning opportunity for children to gain a sense of who they are and within their wider community as well as understanding where they live and come from.</p>	
<p><u>Communication and Language (Reception)</u> Listening, attention and understanding Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Speaking 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. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>	<p>Starter: Photo of their families</p> <p>Communication and Language</p> <p>Can I respond to my own name? Can I draw a picture of my family and talk about each person? Can I use talk to clarify thinking? Using our senses</p> <ul style="list-style-type: none"> • Taste session whilst blindfolded • Listening walk • Sniff and match • Sensory play <p>Can I talk about different places and how they are different or similar? Can I listen and respond to stories? Can I take part in circle time sessions? Can I retell the story 'We're going on a bear hunt'? Can I talk about what I am scared of?</p>	<p>Outcome: To create a family tree display</p> <p>Key Vocabulary/songs</p> <p>Family, mum, dad, brother, sister, Story, character, setting, See, hear, smell, touch, taste Live, house, flat, shop, park, town, grass, buildings Same, different</p>
<p><u>PSED(Reception)</u> Self regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p>Managing self Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p>Building relationships Build constructive and respectful relationships. Think about the perspective of others.</p>	<p>PSED</p> <p>Can I begin to understand and follow the school rules? Can I play with other children and begin to form friendships? Can I speak to my teacher about: my needs, different feelings, likes and dislikes? Can I talk about what makes me frightened, happy, angry, sad (Colour Monster)</p> <p>listening, sitting, magnet eyes, red and green zone, line up, happy, sad, scared, fun, like, dislike, kind, friend, feelings</p>	
<p><u>Physical Development (Reception)</u> Gross motor skills Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>PD</p> <p>Can I independently undress and dress for PE? Can I move in a range of ways? Big Moves in PE Can I follow and copy a series of dance moves? Can I throw and catch a ball? Can I practise cutting skills? Can I hold a pencil and begin to use it appropriately? Can I stay clean and dry during the school day? Can I put on my own coat and do it up? Can I talk about why we need to wash our hands before lunch? Can I use a knife and fork? Can I brush my teeth? Can I make a healthy sandwich?</p> <p>Big, move, crawl, roll, run, fast, slow Healthy, heart, beating, warm up, cool down, Wash, hands, soap, clean, germs, warm, cold, coat, zip PE kit, bag, change, dress, undress, clothing names Teeth, toothbrush, toothpaste, rinse</p>	

Develop overall body-strength, balance, co-ordination and agility.
 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
 Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- **healthy eating**- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian
 Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.
Fine motor skills
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 Develop the foundations of a handwriting style which is fast, accurate and efficient.

Understanding the World (Reception)

Past and Present

Comment on images of familiar situations in the past.
 Compare and contrast characters from stories, including figures from the past.

People, culture and Communities

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Draw information from a single map.

Understand that some places are special to members of their community.
 Recognise that people have different beliefs and celebrate special times in different ways.
 Recognise some similarities and differences between life in this country and life in other countries.

The Natural World

Explore the natural world around them.
 Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.
 Understand the effect of changing seasons on the natural world around them.

Expressive Art and Design (Reception)

Creating with materials

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Create collaboratively sharing ideas, resources and skills.

Being Imaginative & expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.
 Watch and talk about dance and performance art, expressing their feelings and responses.
 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

Understanding the world (RE- Special people) (Science 5 senses)

Can I remember and talk about a past event e.g my birthday?
 Can I recognise that my home is different to Sophie's home (Tiger who came to tea)
 Can I talk about family, friends and people who are important to me?
 Can I talk about where I live?
 Can I identify different places on a simple map? (Bear Hunt)
 Can I talk about how we are different and the same?
 Can I explore my local environment? Wildlife area and pond, Lily Marriot park
 Can I talk about somewhere I have been with my family?
 Can I identify what makes a person special?
 Can I discuss who is special to us?
 Can I explain what makes me special?
 Can I talk about what I see, smell, taste touch (listening walk, feely bag, tasting, smelling different spices)

Technology, old, new, modern,
 Celebrate, festival, religion
 Collective worship, reflect, church, mosque, temple
 Weather - rain, sun, cloud, snow, wind
 Grass, mud, river, forest, cave
 Journey, map, places, environment
 Autumn, change

Art and Design

Can I sing songs? Head, shoulders, knees and toes, If you're happy and you know it... (change words to include feelings and expression), If you're tired and you know it give a yawn.
 Can I mix colours to make my own 'Colour Monster'
 Can I make a house with doors and windows that open and fill with pictures of family to add to our map display?
 Can I create a simple representation of people? assemble pictures of people and make a new person by gluing bits together
 Can I find items to add to our colour display (Homework)
 Can I sing a song by heart?
 Can I name and use instruments correctly?

Colour names
 Paper, pencil, scissors, glue
 Cut, stick, make, paint, colour, picture, draw, construct
 expression
 Sing, song, music, dance, in time, copy, rhythm, instrument names

Literature:	Text types:	Maths links:	Published outcomes:
<ul style="list-style-type: none"> The colour Monster - Anna Llenas Tiger who came to Tea - Judith Kerr We're going on a bear Hunt - Michael Rosen 	<ul style="list-style-type: none"> Name writing Drawing and labelling with initial sounds 	<ul style="list-style-type: none"> Draw around hands and use fingers for counting Compare size of the children Talk about house numbers How many people in our family? Looking at numerals in the environment 	<ul style="list-style-type: none"> Family tree display Assessment writing task Self portrait Map of where we live for display

Enrichment:

Trips: School environment - Teddy Bears picnic / Bear Hunt/ Role play village at Buttercups
School environment: Looking at wildlife area compared to the playground / car park