

Unit planner: Who am I? FS1Weeks: 7

Key Concepts: Home, belonging, beliefs, friendships	Intent: To create engaging learning opportunities for the children to gain a sense of who they are and in their wider community.		
	Starter: To bring in a photo of their families.	Outcomes: To create an all about me display.	Key Vocabulary:
<p><u>Communication and Language (Nursery)</u></p> <p>Listening, attention and understanding Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can the child answer simple 'why' questions?</p> <p>Speaking Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><u>PSED(Nursery)</u></p> <p>Self regulation Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Managing self Show more confidence in new social situations.</p> <p>Building relationships Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p><u>Physical Development (Nursery)</u></p> <p>Gross motor skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	Communication and Language continuous across all areas		
Can I respond to my own name? Can I draw a picture of my family and talk about each person? Can I use complex sentences to clarify thinking? Using our senses <ul style="list-style-type: none"> • Taste session whilst blindfolded • Listening walk • Sniff and match • Sensory play 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 choose an everyday object and name it correctly? Challenge: can I explain what the object is used for?		Family, mum, dad, brother, sister, Story, character, setting, See, hear, smell, touch, taste Live, house, flat, shop, park, town, grass, buildings Same, different, scissors, pencil, glue, table, chairs.	
PSED continuous across all areas			
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?		listening, sitting, magnet eyes, red and green zone, line up, happy, sad, scared, fun, like, dislike, kind, friend, sharing, kindness, respectful.	
PD			
Can I move in a range of ways? Big Moves in PE 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 change independently for PE lessons? Can I talk about how I am feeling? Can I brush my teeth?		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	
Understanding the world (5 Senses)			
Can I talk about family, friends and people who are important to me? Can I talk about where I live? Can I talk about places I have visited? Are they the same or different? Can I talk about how we are different and the same? Can I use an iPad without direct supervision? Can I complete a Beebot /digi cars town activity?		Celebrate, festival, religion Collective worship, reflect Smartboard, iPad, laptop, beebot, map Street, road, near, next to	
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 listen to a range of music and then move in different ways to express myself? Can I play rhythm sticks as part of a larger group? (Copy simple rhythms using MTYT. Tap out names on rhythm sticks using the syllables.) Can I create a simple representation of a person's face? Using different laminated facial features children to create a face that is happy, sad, angry or scared.		Colour names Paper, pencil, scissors, glue Cut, stick, make, paint, colour, picture, draw Sing, song, music, dance, happy, sad, scared, excited.	
Literature: Colour monster goes to school Peace at last Owl babies The family book	Maths links: Counting fingers Counting body parts. Action counting	Published outcomes: Self- portrait for display Mark making assessment Evidence for learning journeys.	
Enrichment: School environment: Looking at wildlife area compared to the playground / car park			

Start taking part in some group activities which they make up for themselves, or in teams.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine motor skills

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Start to eat independently and learning how to use a knife and fork.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

Understanding the World (Nursery)

Past and Present

Begin to make sense of their own life-story and family's history.

People, culture and Communities

Show interest in different occupations.

Explore how things work.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

The Natural World

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Expressive Art and Design (Nursery)

Creating with materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Explore colour and colour-mixing.

Being Imaginative & expressive

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.