

YEAR: RECEPTION

Theme: Ourselves (Autumn 1)

Related Units: Myself, My Family, My Body, My Brain

Unit overview	Vocabulary		Related Books/Resources
Ourselves Enquiry Question: What makes me special? Children think about themselves as individuals and their relationships with others. They explore the ways in which they are similar and different from their classmates and learn that they are unique within the world: physically, socially and emotionally. We look at family relationships and the differences between families. Children think about the ways in which they have changed since they were babies. They talk about the things they like to do and the things they are good at. They learn about their bodies and about ways to keep themselves healthy. Through the 'Mind Up' curriculum, children are introduced to the brain and the role it plays in helping them to learn as well as controlling their emotions, feelings and behaviour.	New Vocabulary ◦ individual ◦ appearance ◦ personality ◦ describe ◦ family ◦ parent ◦ sibling ◦ cousin ◦ skeleton ◦ blood ◦ organ ◦ heart ◦ lungs ◦ blood ◦ brain ◦ emotion ◦ prefrontal cortex ◦ hippocampus ◦ amygdala	Vocabulary to Revise	• Titch • Owl Babies • Elmer • Non-fiction: Families, My body, Emotions • Mind Up Role Play • Baby Clinic • Vet's Office • Doctor • Home Corner • Airport

Themes and Cross Curricular Links	Key Opportunities
• <u>British Values / Philosophy / SMSC</u> • Reflects on own opinions, likes and dislikes. • Understands why rules are needed	Circle Time Class discussions Establishing class rules etc.
• <u>Communication and Language</u> • Maintains attention, concentrates and sits quietly during appropriate activity • Listens and responds to ideas expressed by others in conversation or discussion • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention.	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks
• <u>PSED</u> • Explains own knowledge and understanding and asks appropriate questions of others. • Can describe self in positive terms and talk about abilities. • Aware of the boundaries set and of behavioural expectations in the setting: • Mind Up: learn about the structure of the brain and its role in learning, emotions and behaviour	Role-play Visit from doctor (parent) Daily routines & transitions, visual timetables Mind Up ‘hat’ – labelled with parts of the brain.
• <u>Physical Development</u> • Uses simple tools to effect changes to materials: • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	playdough faces self-portraits writing tasks.
• <u>Maths</u> • Recognises some numerals of personal significance: (e.g. age, number of people in family, brothers and sisters etc) • Compares two or three objects by height or length.	Collect data in class – number of boys/girls. Eye colour. Hair colour. How many letters in your name? Use to make graphs and displays Drawing around our bodies – using non-standard measures, such as feet, to measure length and compare with our friends.
• <u>EAD</u> • Explores what happens when they mix colours. • Manipulate materials to achieve a planned effect. • Creates simple representations of events, people and objects. • Plays alongside other children who are engaged in the same theme:	Playdough faces Self-portraits Hand prints mixing colours Home corner, role-play
• <u>Understanding the world</u> • PC (ELG) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions:	Class discussion 1:1 and small group discussion Adult-led tasks Family Leaf (identify, compare, talk about family)

Literacy Curriculum Coverage	Writing Outcomes
Reading ◦ Links sounds to letters, naming and sounding the letters of the alphabet. ◦ Hears and says the initial sound in words Writing ◦ Gives meaning to marks as they draw, write and paint ◦ Begins to break the flow of speech into words ◦ Hears and says the initial sound in words. ◦ Writes own name and other things such as labels and captions	• Writing captions or labels for pictures/models • Writing own name. - Create an 'All About Me' book – pictures of self and favourite things – labeled or scribed by adult - Create a leaf for the 'Family Tree': Draw and label yourself and members of your family on a leaf shape to be used in the Family Tree display. - Emotions: draw and describe how the baby owls are feeling at different points in the story <i>Owl Babies</i>. - Draw and label parts of the body inside/outside. - Daily modelled and shared writing - Weekend news. - Daily soft start name writing practice. - Name rocket – Capital and lower case letters