

YEAR: RECEPTION

Theme: Our Place in the World (Autumn 2)

Related Units: (Autumn) Ealing, London, Africa, Space

Unit overview	Vocabulary		Related Books/Resources
<u>Our Place in the World</u> <u>Enquiry Question:</u> Where do I live? Children consider the environment around them and go on a local walk to look for signs of Autumn. They understand that our school is situated in Ealing, which is part of the city of London and they learn about London and its famous landmarks. During Black History Month, we consider the continent of Africa, and children look at the similarities and differences between their own lives and those of the children in the African stories we read. We introduce the topic of Space and children learn about the solar system and its major components: the sun, stars, the moon and the planets. We think about the differences between the planets and why planet Earth is a suitable environment to support life. We consider the possibility of alien life, and use this as the basis for a range of imaginative and sensory experiences.	New Vocabulary ◦ local ◦ suburb ◦ town ◦ village ◦ city ◦ country ◦ Ealing ◦ London ◦ United Kingdom ◦ continent– Africa, Europe ◦ market ◦ planet, ◦ star ◦ sun ◦ moon ◦ solar system ◦ universe ◦ gravity ◦ alien ◦ fact ◦ fiction	Vocabulary to Revise ◦ describe ◦ appearance ◦ personality ◦ emotion	• Stanley's Stick • Brown Bear, Brown Bear, What Do You See? • Katie in London • Catch That Goat • The Leopard's Drum • Mama Panya's Pancakes • Space (Information Books) • Beegu • The Man in the Moon <u>Role Play/Small world</u> • Home corner • Shop/Post Office • African market • Space Station/Ground Control • Rocket • Space Travel Agents

Themes and Cross Curricular Links	Key Opportunities
• <u>British Values / Philosophy / SMSC</u> • Reflects on own opinions, likes and dislikes. • Reflects on own experiences. • Develops self-awareness, self knowledge and self-esteem • Gains sense of enjoyment and fascination in learning about themselves, others and the world around them • Develops understanding and appreciation of different faiths and cultures	Circle Time Class discussions 1:1 and small group discussion Stories and resources that provide opportunities to practice tolerance and respect and challenge social stereotypes. Creative/imaginative activities: music, movement, art, literacy
• <u>Communication and Language</u> • Maintains attention, concentrates and sits quietly during appropriate activity • Able to follow a story without pictures or props • 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. • Uses language to imagine and recreate roles and experiences in play situations • Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.	Circle Time Class discussions 1:1 and small group discussion Story time Adult-led tasks
• <u>PSED</u> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions.	Role-play Circle Time Class discussions 1:1 and small group discussion Adult-led tasks – e.g. African fruit tasting, ‘Alien’ picnic – sensory activity,
• <u>Physical Development</u> • Experiments with different ways of moving. • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control. • Begins to form recognizable letters.	African movement/dance ‘Space walking’ Creative/construction activities. Writing tasks
• <u>Maths</u> • Counts objects to 10 and beginning to count beyond 10. • Beginning to use mathematical names for 3D and 2D shapes, and mathematical terms to describe shapes • Selects a particular named shape. • Orders 2 or 3 items by length or height • Uses familiar objects and common shapes to create and recreate patterns and build models. • Beginning to use everyday language related to money	Autumn: sort, order, compare natural resources. London: buildings/construction: links to 2D and 3D shapes, compare length and height Africa: masks - 2D shapes/symmetry. Repeating patterns. Fruit tasting: data collection/counting/one more-one less. 2D shape pictures – African animals/rockets Space: Counting up and down Market/Shop/Post Office role play: weigh, sort, order, money Planets: sort, order; compare size, distance.

• EAD • Begins to build a repertoire of songs and dances • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Creates simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme:	Autumn: colour mixing/loose parts collage using natural resources London: skyline silhouette, junk modelling buildings Africa: Animal silhouettes. Shakers. Masks. Explore African instruments Space: Junk modelling rockets. Flying saucers. Plasticine/playdough aliens. Bubble painting planets. Paper mache planets. Home corner, role-play
• Understanding the world • 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. • TW: Looks closely at similarities, differences, patterns and change.	Class discussion 1:1 and small group discussion Adult-led tasks – e.g. loose parts collage using natural resources, compare shops/markets in Ealing and African village in 'Catch that Goat'. Compare planets.

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 ◦ Enjoys an increasing range of books. ◦ Knows that information can be retrieved from books and computers Writing ◦ Gives meaning to marks as they draw, write and paint ◦ Begins to break the flow of speech into words ◦ Continues a rhyming string ◦ Hears and says the initial sound in words. ◦ Links sounds to letters, naming and sounding the letters of the alphabet. ◦ Writes own name and other things such as labels and captions	• Write captions or labels /attempt to write simple sentences (as appropriate) • Writing own name. - Daily modelled and shared writing - Lists: shopping list for market - Label pictures – e.g. the solar system - Innovate on simple sentences. (e.g. The cat is red) - Describe: e.g. aliens, planets, African animals, London landmarks. - Recount – e.g. weekend news, holiday writing. - Speech bubbles - Beegu - Fact writing: e.g. planets, space. - Daily soft start name writing practice – where appropriate - Label work independently - Use Colourful Semantics to create a sentence: Who? – What doing? – What?

