



People: Me and My Family

Reception | Autumn 1

CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | COMMUNICATION AND LANGUAGE | PSED

ENQUIRY

Roots and Routes; Where have I come from and where am I going when I grow up?

What makes me and my family special?

OUTCOMES

Family Festival! Friday 21st October 2022

Our families will be invited into school for an afternoon celebrating the things that make us special. Together, we will share food, music and stories!

VOCABULARY

I, me, he, she

Family, Mum, Dad, brother, sister, grandparent, love

Yesterday, today, tomorrow

KEY TEXTS

- Super Duper You!
- The Colour Monster
- We are Family
- When I Grow Up

BACKGROUND KNOWLEDGE

Transition documents- Prior knowledge of our children, their families and lives

Diversity and Inclusion- Awareness and sensitivity

RESOURCES

Images of habitats and animals, video clips, WWF resources, collage materials, thematic musical clips from Carnival of the Animals

PRIME AREAS

Communication and Language	Listening, Attention and Understanding	Speaking	
	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs • Listens to and talks about non-fiction books 	<ul style="list-style-type: none"> • Describes events in some detail • Develop social phrases • Learn new vocabulary 	
Personal, Social and Emotional	Building Relationships		Managing Self
	<ul style="list-style-type: none"> • Build constructive and respectful relationships with both children and adults 	<ul style="list-style-type: none"> • Develop and demonstrate appropriate ways of being assertive • Follow rules without reminders from adults 	
Physical	Gross Motor Skills		Fine Motor Skills
	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions • Progress towards a more fluent style of moving, with developing control and grace • Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) 		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Show a preference for a dominant hand • Independently learning how to use a knife and fork
			Self-Regulation
			<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others • See themselves as a valuable individual

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> Regularly and reliably subitise numbers up to 3 Counts objects, actions and sounds Link the number symbol (numeral) with it's cardinal number value 	<ul style="list-style-type: none"> Verbally count to 10 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes recognising that shapes can have other shapes within them just as number can
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> Treat books carefully and demonstrates an understanding that we read from left to right, front to back etc. Has favourite stories, rhymes, songs or poems Fills in the missing word or phrase in a known rhyme 	<ul style="list-style-type: none"> Read individual letters by saying the sound for them. Blend sounds into words so that they can read short words made up of known letter-sound correspondences Re-reads books to build up their confidence and fluency 	<ul style="list-style-type: none"> Forms some lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sounds with letters
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> 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 	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> Compare and contrast characters from stories including figures from the past 	<ul style="list-style-type: none"> Name and describe people who are familiar to them Talk about members of their immediate family and community Recognise some similarities and differences between life in this country and life in other countries 	<ul style="list-style-type: none"> Draw information from a simple map Explore the natural world around them

