

TOPIC PLANNING: AUTUMN TERM 1

ALL ABOUT ME AND MY FAMILY

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p>WEEK 1 AND WEEK 2: BASELINE ASSESSMENTS</p>	<p>BASELINE ASSESSMENT</p> <p>HOMEWORK TASK TO BE COMPLETED FOR WEEK 5 LESSON</p> <p>My family sheet: including roles in society. Ask for photograph of parent, if possible in work clothing or doing the job that they do.</p>	<p>BASELINE ASSESSMENT MATERIALS</p>
<p>WEEK 3</p> <p>Physical Development Know and talk about the different factors that support overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. (YR)</p> <p>EAD: Creating with materials (CWM) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p>	<p>WHOLE CLASS ACTIVITIES</p> <p>Brainstorm, by drawing pictures, what do we need to do to keep our bodies and minds healthy?</p> <p>Look at the 'Healthy Eating and Living PowerPoint' and ask the questions. Or use non-fiction texts, if possible. Can children model different ways of exercising? How long do you think that you would need to exercise like that for to keep healthy?</p> <p>Using the resources from 'Healthy eating sorting pictures', Can children sort the pictures into groups:</p> <ul style="list-style-type: none"> • I should eat a lot of these foods. • I should eat these foods sometimes • I should only eat a little bit of these foods. <p>Take a photographs of groupings and add to children's books.</p> <p>Can we add anything else to our brainstorm of what keeps us healthy now?</p>	<p>Healthy living Unhealthy living Exercise Heart Vegetables Fruit Fats Clay Skills Techniques Rolling a ball (clay) Rolling snakes (clay) Squeezing (clay) Pulling and pinching (clay) Craving with tools (clay) Smoothing (clay) Creating holes or hollows with tools (clay) Joining (clay) Slip (clay) Explain</p>

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	<p>1:1/SMALL GROUP TASKS</p> <p>Model different ways of how we can be creative with clay and ask children to try each technique. Use the 'Clay Techniques to Display' posters to show as you model each technique. These must be laminated and displayed within the classroom after the lesson.</p> <p>Use of clay and tools, can children create a healthy meal, including making a bowl or plate OR make a person doing a form of exercise.</p> <p>Take a photograph of the clay model that the children have created and add to their topic books.</p> <p>Give children time, within the lesson, to share their creations with other children within the class, asking them to explain the process and skills that they used to create their clay model.</p>	
<p>WEEK 4</p> <p>Physical Development</p> <p>Know and talk about the different factors that support overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. (YR)</p> <p>EAD: Creating with materials (CWM)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p>	<p>Recap on 'What do we need to do to keep our brains and bodies healthy?'</p> <p>Talk about, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. Ask children what they already know and add information, as required.</p> <p>Introduce the giant teeth dental model. Do we need to keep teeth healthy? Why? Why not? How long should we brush our teeth for? How often</p>	<p>Teeth Toothbrush Plaque Bristles Toothpaste Fluoride Clay Skills Techniques Rolling a ball (clay) Rolling snakes (clay) Squeezing (clay)</p>

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<p>Share their creations, explaining the process they have used. (ELG)</p>	<p>should we brush our teeth? What do we need to brush our teeth effectively? Take answers. Watch the video: https://www.youtube.com/watch?v=hDZXSMU2IAk</p> <p>Ask questions (above) again, after watching the video.</p> <p>Using giant dental teeth model and toothbrush, model how to clean teeth. Explain that these are the giant's teeth from the story of 'Jack and the Beanstalk' and when Jack stole the golden hen, he thought it would be funny to steal the giant's teeth too! Invite children come forward and clean the teeth, using a 2 minute timer. Give each child a named toothbrush with toothpaste and a paper towel. Together, brush teeth, whilst you tell them areas of teeth and gums to clean. Children spit toothpaste into paper towel. Children can take the toothbrush home.</p> <p>Leave the giant dental teeth model and toothbrush on a small world tray, along with 2 minute timers and 'How to brush your teeth' posters (laminated).</p> <p>1:1/SMALL GROUP TASK Model different ways of how we can be creative with clay and ask children to try each technique. Use the 'Clay Techniques to Display' posters to show as you model each technique. These must be</p>	<p>Pulling and pinching (clay) Craving with tools (clay) Smoothing (clay) Creating holes or hollows with tools (clay) Joining (clay) Slip (clay) Explain</p>
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	<p>laminated and displayed within the classroom after the lesson.</p> <p>Use of clay and tools, can children create teeth, toothbrush, healthy meal, including plate/dish or a person doing exercise, using the clay.</p> <p>Take a photograph of the clay model that the children have created and add to their topic books.</p> <p>Give children time, within the lesson, to share their creations with other children within the class, asking them to explain the process and skills that they used to create their clay model.</p>	
<p>WEEK 5 Understanding the world: Past and Present</p> <p>Talk about members of their immediate family and community. (YR)</p> <p>Name and describe people who are familiar to them. (YR)</p> <p>Talk about the lives of people around them and their roles in society. (PP-ELG)</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings (YR)</p>	<p>What is a family? Who is in your family? Have you got family who do not live in your home?</p> <p>Look at and discuss, 'Every kind of family PowerPoint'. OR read non-fiction book about different families. Show of hands, if this is your family.</p> <p>Explain that today, we will be focusing on people who live in our homes and will be talking about their roles in society.</p> <p>Watch 'People who help us' PowerPoint. Ask children the questions within the videos/slides. Ask children to raise their hand if their family member</p>	<p>Family Society Carers Road worker Dentist Librarian Lifeguard Bus driver Police officer Ambulance crews Mountain rescue Refuse collectors Lollipop person Firefighters Teachers Postal workers Vets</p>

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<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p>	<p>does this job role and ask them to explain what they know about the job that they do.</p> <p>Explain that there are many other roles that we can have in society. Ask children to raise their hand to tell you about the jobs that their family members have? Ask them to explain what they know about their family member's job/role?</p> <p>1:1/SMALL GROUP TASKS (Half of the class) Children have their photograph of their parent in their work uniform or doing their job/role in society. Explain that today, we will be creating a picture of our family member, using collage.</p> <p>Model and ask children to practise the following collage techniques: tearing, overlapping, scrunching, twisting, etc. Use a range of these techniques to complete your own person (police officer) to show to the children. Ask children which colours and collage materials you should use and why. Which technique might you use for the hair, eyes, trousers, etc?</p> <p>Use the 'All about me silhouette' for the outline of the family member's body.</p> <p>Offer children a range of collage materials of different colours and textures for them to complete their family member, using the photograph as a stimulus.</p>	<p>Tearing (collage) Overlapping (collage) Scrunching (collage) Twisting (collage)</p>
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	<p>Use 2 speech bubbles to record what children say about their family member's role in society and act as scribe, to record (1) and a description about their family member (2). E.g. hair colour, height, eye colour, etc.</p>	
<p>WEEK 6 Understanding the world: Past and present</p> <p>Compare and contrast characters from stories, including figures from the past. (YR)</p> <p>Know some similarities and differences between in the past and now, drawing on their own experiences and what has been read in class. (PP-ELG)</p>	<p>Discuss different modes of transport that we have within our families. Complete a tally chart on the board, using 'Transport tally chart pictures'. Does somebody in your family have a bike? Teacher count and record as a tally chart. Does somebody in your house have car? Etc.</p> <p>Explain that main focus of the lesson is going to be about cars.</p> <p>Introduce the vocabulary 'past' and 'present', giving examples of what they mean.</p> <p>Read 'Mr Gumpy's Motor Car' (John Burningham), asking children to look out for clues to see if the book was written in the past or present times.</p> <p>Discuss Mr Gumpy's clothing and the motor car. Does Mr Gumpy dress like a man would today? Why? Why not? What clothes do your Dad's, Grandad's, etc. wear?</p> <p>Take a look at the motor car in the illustrations (Mr Gumpy's Motor Car images 1 to 4). Is this like a car that we see on the roads today? Why? Why not?</p>	<p>Transport Past Present Clothing Illustrations Title Author Illustrator Class author</p> <p>Seatbelt Convertible Exhaust pipe Steering wheel Tyres Alloy wheels Interior Exterior</p>

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	<p>Explain that cars, like many other modes of transport have changed over the years and today, we will sort cars into groups (hoops) based on whether we think that they are cars from the past or cars from the present. Label the groups with vocabulary: 'past' and 'present'. Tell children that they need to try and give a reason, using 'because' to explain why they have chosen the particular group. Give an example to model.</p> <p>Use 'Past and Present Car photographs 1 to 9 (1900s to 2020s).</p> <p>1:1/SMALL GROUP TASKS (Half of the class) – CONTINUATION FROM LAST WEEK</p> <p>Recap on previous week's learning with 2nd group.</p> <p>Children have their photograph of their parent in their work uniform or doing their job/role in society. Explain that today, we will be creating a picture of our family member, using collage.</p> <p>Model and ask children to practise the following collage techniques: tearing, overlapping, scrunching, twisting, etc. Use a range of these techniques to complete your own person (police officer) to show to the children. Ask children which colours and collage materials you should use and why.</p>	<p>Tearing (collage) Overlapping (collage) Scrunching (collage) Twisting (collage) Speech bubbles</p>
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	<p>Use the 'All about me silhouette' for the outline of the family member's body.</p> <p>Offer children a range of collage materials of different colours and textures for them to complete their family member, using the photograph as a stimulus.</p> <p>Use 2 speech bubbles to record what children say about their family member's role in society and act as scribe, to record (1) and a description about their family member (2). E.g. hair colour, height, eye colour, etc.</p>	
<p>Week 7</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Develop storylines in their pretend play. (YR)</p> <p>Create collaboratively, sharing ideas, resources and skills. (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p>	<p>Recap on learning from 'Mr Gumpy's Motor Car', showing motor car in the illustrations (Mr Gumpy's Motor Car images 1 to 4). Can anyone remember what the words 'past' and 'present' mean? Was Mr Gumpy's car from the past or is it a present day car? How do you know?</p> <p>WHOLE CLASS MODEL STORYLINE, PROPS AND MATERIALS</p> <p>Explain that today we are going to on a car journey, just like Mr Gumpy did but instead of taking animals, we are going to be taking our family members. Model role play, as Dad and ask for 2 children to be son and daughter.</p> <p>What might the son take on the car journey? Why? Have we got one of these in our classroom? How could you make one of these? Items that we use when we are acting are called props.</p>	<p>Past Present Illustrations Journey</p> <p>Acting Role play Drama Props</p> <p>Son Daughter Dad Family</p> <p>Safety Seatbelts</p>

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	<p>- Ask a child to make item in the craft area.</p> <p>What might the daughter take on the car journey? Why? Have we got one of these in our classroom? How could you make one of these? What might Dad take on the car journey? Why? Have we got one of these in our classroom? How could you make one of these? -Ask a child to make one of these in the craft area.</p> <p>Where might the family be going? Is there anything else they might need to take? Have we got one of these in our classroom? How could you make one of these? -Ask child to make one in the craft area.</p> <p>How can we create a car? What might we use from inside/outside of our classroom? Encourage children to help you to create the car? Do we need to add anything else to the car?</p> <p>Lead and model role play, with 2 children and keep pausing to allow children to direct the story, in any way that they wish. Each time, if they suggest something that involves a prop. Can someone find this/make this?</p> <p>-Safety: Before the boy, girl and Dad go on their journey, is there anything that they need to do for their safety? (Seatbelts, etc.).</p>	
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