



Reception
Medium Term Planning
Marvellous Me

Overview of the Learning:

In this unit children will develop an understanding that they are unique and all have different likes/dislikes, abilities and experiences. They will introduce themselves to their new classmates and begin to make friendships. The children will describe themselves, identifying their features. They will compare themselves with their friends and identify similarities and differences. The children will talk about their families and consider how their families help and support them. They will gain an understanding that family units can be different. The children will talk about their feelings and how they can affect them or those around them. The children will learn about the five senses and how their senses allow them to interact and communicate with the world.

Core

Aims Separate from main carer.

- ☐ Begin to follow reception class routines
- ☐ Share their experiences with others.
- ☐ Express their own preferences /interests.
- ☐ Begin to form relationships/friendship with an adult/another child
- ☐ Begin to show an understanding and cooperate with some boundaries and routines. To talk about themselves, their homes and their families
- ☐ Identify facial/bodily features.
- ☐ Identify similarities and differences when comparing themselves to their peers.
- ☐ Identify the five senses.
- ☐ Use their senses to interact with a range of learning opportunities.

Characteristics of Learning. They will:

- ask simple questions.
- observe closely, using simple equipment
- identify and classify
- use their observations and ideas to suggest answers to questions.
- represent their experiences in play.
- initiate activities.
- make links and notice patterns in their experiences. Children will:
 - be encouraged to observe themselves closely, perhaps using magnifying glasses, and comparing themselves to others.
 - describe and name facial/bodily features and draw pictures and label the different facial/bodily parts.
 - use photographs to observe and compare how they have changed over time, for example, baby, toddler, now.
 - identify and name members of their family
 - identify and describe their home and who lives in their home.
 - read and write familiar common names of a family.



Expectations

Children can:

- separate from their Parent/Carer.
- follow classroom routines.
- talk about themselves and their family.
- identify and name the members of their family ,identify and name facial/bodily features.
- talk about their interests, likes/dislikes.
- compare how they have changed from a baby to present.

Cross Curricular links:

PSED: Compare themselves with their friends and identify similarities and differences. Developing and making relationships. Learning and following rules, boundaries and systems.

History: Create a simple timeline (child, parent, and grandparent). Remember and talk about significant events in their own experience. Develop an understanding of growth and changes over time.

Science: Naming different body parts, recognising similarities and differences between human bodies, and the importance of exercise for humans.

Art: Hold and control a variety of media and use them to make marks and lines. Use lines to create shapes. Describe people and shape using simple art specific language especially related to colour and shape. Explore other artists that have drawn and painted self-portraits.

Dance: Learn a variety of different dance sequences using different body parts, observing changes in their breathing, heart rates and temperatures.

Building Cultural Capital:

Explore families from around the world exploring similarities and differences.



Key Texts: Mum and Dad Make me Laugh by Nick Sharratt
 Peepo! by Allan Ahlberg;
 Funnybones by Allan and Janet Ahlberg

Resources: Mirrors, Photographs of children and staff. Large plain paper, thick black wax crayons, labels of body parts.
 model or picture of a human skeleton; X-ray; pasta tubes; spaghetti; used matchsticks; cotton reels; straws; wool; string; glue; black paper

Irresistible Hooks for Learning:

Children to bring in All about me leaflets, baby pictures and pictures of their families.

Key Subject knowledge & Skills:

Literacy – Reading	Literacy - Writing	C&L	Mathematics
Recognise rhyming words in familiar rhymes, poems and stories. Recognise a rhyming pair Hear and say initial sounds in words. Sort objects by their initial sound. Blend the sounds in simple words Read own name. Use words and phrases that they have learnt from their experiences of books. Choose a book that they would like to read.	Transcription: Talk about the marks made when drawing, writing and painting. Break the flow of speech into words. Group symbols and letters so they look like words. Label an object/picture with the initial sound. Begin to write the grapheme to the sound I hear. Write their name from memory. Handwriting: Show a preference for a dominant hand. Begin to use anticlockwise movement and retrace vertical lines.	Listening & Attention: Focusing attention without adult support. Following simple directions. Understanding: Showing understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'. Responding to simple instructions. Beginning to understand 'why' and 'how' questions Speaking: To retell a simple past event in the correct order. Questions why things happen and gives explanations.	Number: Recognise some numerals of personal significance. Recognise numerals 1 - 5. Count up to three or four objects by saying one number name for each item. Count objects or actions that cannot be moved. Count objects to 5. Count out up to 6 objects from a larger group. Select the correct numeral to represent 1 to 5.



	Begin to form recognisable letters.	Uses a range of tenses. Uses vocabulary focussed on objects and people that are particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.	Count an irregular arrangement of up to 5 objects.
Understanding the World	Expressive Arts & Design	PD	PSED
<p>History: Chronological understanding Talk about significant events in their own experience Talk about past and present events in their own life. Investigation and Interpretations of history Talk about the photos in their own special book Organisation and communication Build up vocabulary that reflects the breadth of their experience</p> <p>Science: Animals including Humans Look closely at similarities, differences, patterns and change.</p>	<p>Art: Drawing Using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs Begin to use enclosed shapes to represent people or objects Begin to include features such as circles for eyes, hair and limbs on pictures of figures. Painting Explore paint using a wide variety of tools Digital Media Use fingers to make marks on colour magic Use Ipads, camera to take photos of friends</p>	<p>Moving & Handling: Explore different ways of moving. Negotiate space successfully when playing games with other children, adjust speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Handle tools, objects, construction and malleable materials safely and with increasing control. Show a preference for a dominant hand. Begin to use anticlockwise movement and retrace vertical lines. Health & Self-Care Show some understanding that good practices with regard to exercise, eating,</p>	<p>Self-Confidence & Self-Awareness Confidently speak to others about own needs, wants, interests and opinions. Describe themselves in positive terms and talk about their own abilities. Making Relationships Keeping play going by responding to what others are saying or doing. Demonstrating friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. Managing Feelings & Behaviour Understanding that my actions affect other people. Be aware of the boundaries set, and of how to behave in the setting. PHSCE</p>



<p>Name, draw the basic parts of the human body.</p>	<p>Evaluating Talk about what they are doing Answer open questions about their artwork e.g why did you use that colour?</p>	<p>sleeping and hygiene can contribute to good health. Show an understanding of how to transport and store equipment safely.</p>	<p>Citizenship Know that other children don't always enjoy the same things, and are sensitive to this.</p>
			<p>Relationships Children play co-operatively, taking turns with others. Feelings & Emotions Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>

Learning Objectives	Suggested Learning Opportunities	Resources
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<p>PSED To talk about Me.</p> <p>To identify the things I like and dislike</p> <p>To identify and name the members of my family</p>	<p>Create family portraits. Explore family photographs. Draw and label family members</p>	<p>Family photographs</p> <p>Key words</p>
<p>History To talk about how I have changed as I have grown up.</p> <p>To create a simple time line</p>	<p>Explore photos of children as babies, as they are now and photos of their parents, grandparents. Talk about the changes that occur as we grow up. Create a family tree.</p>	<p>Photographs of family members.</p> <p>Photographs at different developmental stages/</p>
<p>Science To recognise and name parts of the body.</p>	<p>Name and label the parts of our body Create simple skeletons. Draw around friends and label body parts. Head, shoulders, knees and toes. Simon says</p>	<p>Skeleton</p>
<p>Art To create a simple self-portrait.</p>	<p>Paint a self-portrait to include facial features.</p>	<p>Mirros</p>
<p>To select colours to represent my hair, eyes, lips and skin tone.</p>		
<p>Mathematics To sequence my daily classroom routine</p>	<p>Create and sequence a visual timetable of the classroom routine. Children to use language related to time.</p>	<p>Visual timetable</p>

