

| Medium Term Planning | | Learning Journey Map | | Term: Autumn 1 | Weeks: 1-7 |
|---|---|--|--|----------------|------------|
| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture | | | | | |
| Curriculum Principles | | | | | |
| Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience | Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills | Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy | | |
| Sharing photos of our family traditions. Celebrating our similarities and differences Inviting parents in to speak about their culture. Beliefs - circle time discussion / British Values | Houses – types of houses My Family Photos share and discuss | Show and tell box / meet the teacher feely box Loose part family pictures Local Walk – Where we live, where we go to school, different homes, etc. | Paper usage and recycling Travelling to school – Walk to school award. Forest Garden | | |

Reception

Title: My Family

Big Bang:

All about me and my family - Shoe box project – fill a box of something special to them.





Special Events - TBC

- School Photos
- Harvest festival
- Diwali
- Halloween/ bonfire night

Celebration

Family Multi-Cultural Dress up Day

Key Texts:

-  The Colour Monster by Anna Llenas
-  The great big book of families by Mary Hoffman
-  So much! by Trish Cooke
-  Five Minutes peace by Jill Murphy

Key Curriculum Areas:

Past & Present / People, Culture & Communities

Understanding the World

Forest Garden

- Rules and routines
- Autumn – exploration of natural resources

Past & Present

- Local area walk to look at the local area, houses and environments.
- How differently do older and younger family members demonstrate their beliefs?

People, Culture & Communities

- What are their family’s beliefs and religions?
- Who is in my family?
- Family Routines
- Bring in family photos to share in class.
- Different family routines and customs e.g. religion, clothing, languages etc.

Expressive Art & Design

- Home corner role play area
- Painting self and family portraits/family trees/ family and friend portraits and collages
- My house collage – lolly stick homes
- Junk modelling – my house
- Exploring movement and dance using different types of music, songs and rhymes

Maths

- Say and use numbers in songs, rhymes and stories.
- To recognise numbers 0 to10
- To recite numbers in order 0 to 10.
- Count up to 10 objects
- Number Formation 0-5, 6-9
- To match numeral and quantity correctly
- To realise not only objects, but anything can be counted, including steps, claps or jumps.
- Compares two groups of objects, saying when they have the same number
- To knows that numbers identify how many objects are in a set

Physical Development

- Fine/gross motor skill activities, e.g. Disco Dough
- Games/Dance/Outdoor play
- Weekly P.E. Sessions** – Travelling & Movement
- Outdoor play area, e.g. bikes, construction, sand, water, mud kitchen, gardening, etc.

Communication, Language and Literacy (Reading and Writing)

Read Write Inc

Set 1 sounds

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

- Name writing
- Letter formation
- Initial sounds in words
- Story sequencing/Story Telling
- Recite Nursery Rhymes/Songs
- Speaking and listening activities (Circle Time)
- High frequency words (*I, my, mum, dad, we, go, house, with, people, like, me, you*)
- Songs and nursery rhymes with actions

Personal, Social and Emotional Development

- Settling in - routines, self-registration
- Understand that our family keep us safe and look after us.
- Pupils recognise that their family is unique and that families can be different.
- Pupils know who is in their family and what their relationship is e.g. grandparents e.g. family tree
- Pupils learn how to build relationships with teachers/friends.