

Just Like Me
Medium Term Topic Plan – Year EYFS & Y1

Term	Autumn	Length of Study	5 / 6 weeks
Classroom Environment	Topic Display Year Group Vocabulary Project loan topic books with a variety of genres	Super Starter (Hook) & Education Visit/Visitor	Superhero Day – 12.09.22 What kind of superhero would you be? Dress up – capes? Masks? or draw to bring in Who are your real life superheroes? Superhero Treasure Hunt
Key Texts	<i>Funnybones</i> <i>Titch</i> <i>Only One You!</i> <i>Elmer</i> <i>Giraffes Can't Dance</i> <i>Monkey Puzzle</i> <i>This is our House</i> <i>Pumpkin Soup</i>	End Product <i>(Assembly/Exhibition/ Showcase)</i>	
Big Question	What makes us special?		
Whole School Strands	Living Things Diversity Our Community		
	EYFS	Year 1	
Communication & Language (English - Speaking & Listening)	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”		
Physical Development (Handwriting, PE)	Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Gross Motor: Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.		PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending PE1/1.1c perform dances using simple movement patterns.
PSED (RHE)	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines		Y1 Physical Health and Wellbeing – Fun Times <ul style="list-style-type: none"> ● food that is associated with special times, in different cultures ● active playground games from around the world ● sun safety

Supporting children to build relationships
 Dreams and Goals

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

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The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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**Literacy
 (English – Reading & Writing)**

Comprehension Skills:

Joining in with rhymes and showing an interest in stories with repeated refrains.
 Environment print.
 Having a favourite story/rhyme.
 Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book
 Sequencing familiar stories through the use of pictures to tell the story.
 Recognising initial sounds.
 Name writing activities.
 Engage in extended conversations about stories, learning new vocabulary.

Word Reading (Phonics):

Phonic Sounds: Phase 1 and 2

Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.
 Help children to read the sounds speedily.
 This will make sound-blending easier
 Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge

Writing:

Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.
 Use initial sounds to label characters / images. Silly soup. Names Labels.
 Captions Lists Diagrams Messages – Create a Message centre (home corner)
 Take full length pictures of the children. Give each child their own photo.
 Can they use their knowledge of sounds to label different parts of their body?
 Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.

Word level work foundations – 1 week
 Fiction – Poetry - 1 week
 Fiction - Narrative - 3 weeks
 Non Fiction - Fact Files about significant figures - 2 weeks

Mathematics

Week 1-3: Getting to Know You

Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines.
 Exploring the continuous provision inside and out.
 Where do things belong?
 Positional language.
Phase 1: Just Like Me!
Match – Provide opportunities for the children to find and match objects that are the same.
 Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine?

Weeks 1-4

Number: Place Value (within 10)
 Sort objects, Count objects, Represent objects
 Count, read and write forwards from any number 0 to 10
 Count, read and write backwards from any number 0 to 10
 Count one more
 Count one less
 One-to-one correspondence to start to compare groups
 Compare groups using language such as equal, more/greater, less/fewer
 Introduce <, > and = symbols

	<p>Sort – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Compare Amounts – Once the children can confidently sort collections into sets, They learn that these sets can be compared and ordered.</p> <p>Compare Size, Mass and Capacity – The children learn that objects can be compared and ordered according to their size.</p> <p>Make Simple Patterns – Children copy, continue and create their own simple repeating patterns</p>	<p>Compare numbers Order groups of objects Order numbers Ordinal numbers (1st, 2nd, 3rd ...) The number line</p> <p>Weeks 5-8 {split over half-term, first half of objectives included here} Number: Addition & Subtraction (within 10) Part-whole model Addition symbol Fact families – addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition – adding together Addition – adding more Finding a part</p>
<p>Expressive Arts & Design (Art, D&T, Music)</p>	<p>Charanga -explore: growing, homes, colour, toys, how I look Possible Activities:</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Encourage a child to lay on the floor. Use large- scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice? Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them? Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.</p>	<p>Lichtenstein and Andy Warhol - Pop Art - Printing Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. SMP overview – Printing: Explore printing with found materials; Explore shape, pattern, line, texture; Mono printing techniques using carbon paper/oil pastel on back of paper.</p> <p>Exploring simple patterns – how does music help us to make friends? Area 1: Listening and Responding to Music 1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. 1b: Demonstrates a basic understanding of how feelings can connect with/relate to music. 1c: Demonstrates some basic understanding of musical style. Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language 2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music. 2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short). 2c: Demonstrates a basic understanding of the importance of posture and technique when performing. 2d: Demonstrates an understanding of the basic concepts of improvisation and composition. 2e: Introduces the performance (any connection to the Social Theme is an added bonus).</p>
<p>Understanding the World (Geography, History, Science, RE, Computing)</p>	<p>Christian Value: LOVE</p> <p>Special Days and Festivals Harvest Festival (October)</p> <p>Possible Activities:</p> <p>Identifying their family. Commenting on photos of their family. Can talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas. Create</p>	<p>N.C. Obj. Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. N.C. Obj. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. N.C. Obj. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). N.C. Obj. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and</p>

treasure hunts to find places/ objects within our learning environment.
Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel.
Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them?
Talk about the parts of our bodies, exercising, senses and look at disabilities.

international achievements. Some should be used to compare aspects of life in different periods – *Mary Seacole, Edith Cavell, Florence Nightingale, David Livingstone (Joseph Lister, Rosa Parks – covered previously)*
Hi1/1.3 significant historical events, people and places in their own locality.

Ge1/1.1 Location Knowledge

Ge1/1.1a name and locate the world's 7 continents and 5 oceans

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

God

Children will know:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.

Christians worship God and try to live in ways that please him.

Purple Mash

Y1 Unit 1.1 – Online Safety and exploring Purple Mash; Unit 1.2 Grouping and Sorting

Y2 Unit 2.1 – Unit 2.2 Online Safety; Coding