



Reception Weekly Planning for Ourselves Topic

Autumn 1 2021-22- All classes



	Weekly focus	Construction area	EAD	Creative area	UW	ICT
1. Familiarity of body parts	<p>Overview- familiarity of body parts</p> <p>1. Follow my leader- Begin this theme by playing a number of games with the children based on pointing to, moving and naming different external body parts. To start, ask the children to copy you as you move. Make clear movements for them to follow and if possible ask different children to lead the group for short periods of time. Continue with this activity and now accompany it with phrases such as, 'Now I'm moving my hand, now I'm moving my arm...' You may also like to add qualities such as, 'Now I'm moving my hand slowly, now I'm moving my arm quickly.'</p> <p>2.-Use your body- Read the story Boris's body and discuss what we use different parts of the body for.</p> <p>3. Read the book 'Look, listen, taste, touch and smell' and discuss what the different senses are and how we use them.</p>	<p>Build round my body- In a large, clear area, organise the children into small groups and in the middle of them place the large construction equipment. Your aim is to enable the children to use the equipment to build an outline of a person and to talk about the shape of it and their ideas of what, if anything, is inside our bodies. Ask one child from each group to lie down on the floor. Whilst the child remains on the floor ask the other children to use the selection of construction equipment to build the outline of a person around them. Once this has been done the child lying down can step out of their encircling equipment.</p>	<p>Make a picture of a face using objects in sand.</p> <p>Explore the sand and talk about the textures, feeling, encourage children to talk to you about what they are thinking and feeling.</p>	<p>1. Use modelling clay to make a person. Children have to think about the different parts of the body. They should make these individually and then attach them to the body.</p> <p>2. Lay large sheets of paper on the floor and draw outlines of the children. You could draw around some children in positions such as stretching/running/jumping. Talk with the children about the range of paints/collage materials that are available and ask them to complete their figures by painting and decorating them. Ask the children to talk about their figure – what they're wearing/doing. Display the figures along with name labels and labels of the names of body parts.</p> <p>3. Hand and foot painting</p> <p>Finally, organise the classroom so that the children can try finger, hand and foot painting. Ensure that the children have the opportunity to measure and mix their own paints. Before the children begin painting encourage them to talk about the colours they want to use for their prints and how they could mix a pink or pale blue for example. Discuss how much paint of each colour they think should be added to the mixture. Once the children have a layer of paint on their finger/hand/foot challenge them to predict how many prints they think could be made from it. Create prints with captions such as 'I made five fingerprints with the paint on my hand'. Ask them if they think they could make more or less prints if the paint was thinner or thicker or even a different colour.</p>	<p>Human, beetle and dog games</p> <p>For this activity you need to have sets of Resource sheets 1.1 Human, 1.2 Beetles and 1.3 Dogs! Made up.</p> <p>Firstly use the pieces of the human figure as a simple jigsaw with the children. Talk about the names of the body parts and whether they have similar features, i.e. head, two arms etc. Proceed to introduce a dice into the activity and take turns to collect body pieces to build up a complete person. You could also play variations using a coloured dice. In this version a certain colour on the dice equates to a certain body part that can be collected. You would need to make a key to guide the children in matching colour to body part.</p>	<p>Getting to know the computer. Children learn how to log on and off. Explore Expresso's senses section, encouraging children to navigate around the site independently</p>
<p>Key questions</p> <ul style="list-style-type: none"> • Can you copy my movements? Can you move your hand/finger/leg? • How can you move your hand/finger/leg? • Can you say what we have hands/feet/legs for? • Can you show me how to play your 'body' game? • What is this part of your body called? • Can you name the different parts of this animal's body? • What do you think is the same/different about you and this animal? • What do you think is the same/different about these two animals? 				<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Do the children attempt to join in with the games? • Can they describe what some body parts are used for? • Can the children point to and name the main external parts of their body? <p>Learning outcomes</p> <p>Child imitates body movements during naming games, e.g. child puts both hands on their head and calls out 'Hands on head, hands on head.'</p> <p>Child describes what some body parts can do, e.g. hands can hold things.</p> <p>Child can name the main external body parts of a human and a number of other animals, e.g. child is able to point to and name their head, shoulders, arms, hands, chest, back etc.</p>		
2. How do I look	<p>1. Use mirrors to look at each others faces. Discuss features and ask questions about each others faces e.g. What colour eyes do you have?</p> <p>2. Play a game where children have to find a partner according to some questions about appearance</p> <p>3. Using the card faces, children have to match them according to eye colour, hair colour etc.</p>	<p>1. Build faces using a range of equipment discuss size and shape.</p> <p>How big is my foot?</p>	<p>Using the dolls house people children have to match them up according to appearance.</p>	<p>Fingers and thumbs</p> <p>Help the children to draw outlines of their hands. Encourage them to number their fingers and if appropriate measure the length/width of their hand with standard or non-standard units. On a large piece of paper prepare the outline of a hand and label the name of each finger (thumb, index, middle, ring, little). Show this to the children and play simple games where you point to the picture or call out the name of one or two of the fingers and everyone has to point their finger(s) into the air. Alternatively, call out the name of one or more of the fingers and everyone has to point all their fingers except those ones into the air.</p>	<p>Draw around one/both of their feet. Encourage them to number the toes on their drawing and to look on their shoes and record their shoe size as well. Some children will also be able to make a column of Unifix equal to the length of their foot and count how many blocks long their foot is. Some children may be able to measure their foot length/width in standard units.</p>	<p>Using the link: http://www.kentrustweb.org.uk/kentri/content/games/memaker_v2.html</p> <p>Children make faces to create a face like theirs.</p>
<p>Key questions</p> <ul style="list-style-type: none"> • Can you say what colour your eyes/hair, etc. is? • Can you find someone who has brown hair/black hair? Repeat using different criteria. • Can you find a partner who has different coloured eyes to you? • Can you sort these faces into two groups? How have you sorted out these faces? • Can you say what is similar about these faces? Can you say what is different about these faces? • Can you say what is similar about all the faces in this set? <p>Can you tell me about how many people are in each set? Which set is bigger/smaller? How many more people are in this set?</p>				<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Are the children able to describe the colour of their own hair and eyes? • Can they say how they are similar to or different from a friend in their appearance? • Are they able to sort out a set of friends/pictures of faces by one function? • Are they able to sort out a set of friends/pictures of faces in a number of different ways? • Do they notice patterns in people's characteristics, such as people with fair hair often have blue eyes? <p>Learning outcomes</p> <p>Child observes and comments on differences between two people, e.g. child comments that one person has blue eyes and another has brown eyes.</p> <p>Child sorts a set of objects, pictures or people by varying functions and describes how the sets have changed, e.g. child sorts out a set of pictures of faces into two groups of black hair/not black hair, then mixes them up and says they're going to sort them into brown hair/not brown hair.</p> <p>Child uses comparative language whilst comparing sets and notices that certain features often occur together, e.g. blue eyes and blonde hair.</p> <p>Child compares their own hands/feet with other people's and comments on similarities and differences, e.g. child says, 'Our hands are the same size, but my feet are larger than Joe's.'</p>		
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3. Can I help?	<p>1. Doctor's: Discuss different people who help us and how they help us. Read the story 'Doctor' and discuss what the Doctor does to work.</p> <p>2. At the doctor's- Talk about the role play area that has been set up as a doctor's surgery. Demonstrate how we use the area, discuss different scenarios relating to the story we read yesterday.</p> <p>3. Staying healthy Read <i>Dr Dog</i> by Babette Cole. The story of Dr Dog is sure to make everyone laugh. Having shared and discussed the book, look more specifically at the issue of washing ourselves to stay clean and healthy – washing our hands, bodies and hair.</p>	<p>Challenge the children to use the large and/or small construction equipment to build an ambulance. Have the picture/poster of an ambulance to hand for the children to discuss and refer to. Show them how to make joins in kits that they may not be familiar with and discuss what they could use for a flashing light (blue cellophane, torch, shiny blue paper, blue tissue paper).</p>	<p>Using a range of medias children paint a picture of someone who has helped them before.</p>	<p>Healthy hair Introduce this activity by presenting a collection of plastic dolls to the children. Tell the children that you're pretending that the dolls are new members of their class and that you're going to help them by teaching them how to keep their hair and ears clean. Gather the children around the water tank and briefly show them how to dampen the doll's hair, apply shampoo and massage the scalp. Show them how to rinse off the water and not to forget to rub around and behind the ears and in the ears only with a finger. Also, show them how to towel-dry the hair and brush and comb it. Then spread out or peg out the towel. As the children proceed to wash the hair of other dolls, discuss issues such as:</p> <ul style="list-style-type: none"> • How much water they need • When/why they need fresh, clean water • How much shampoo they need • Why hair/skin/ears need to be washed • How to dry the towels • How to keep dolly healthy/well • What could they do if dolly got lice (see <i>Dr Dog</i> text) 	<p>Help the children to choose one picture at a time from Resource sheet 5.1 and to stick it onto a large piece of paper. Around it they can arrange pictures of all the people they think could help them. They can then draw arrows from the 'situation' picture to the 'solutions' pictures.</p>	<p>Using the activity from the Kent website, children make their own pictures of people that help them. http://www.kenttrustweb.org.uk/kentict/content/games/helpMeID_v4g.html</p>
<p>Key questions</p> <ul style="list-style-type: none"> • Can you tell me what it's like at the doctor's surgery? • Can you say why people have to go to see a doctor? • Can you think of things that we should do to keep clean and healthy? • Do you think one of these soaps will make more bubbles than the other two? • How do you think we could find out which soap makes the most bubbles? <p>Can you tell me the best way to keep my doll's hair clean?</p>		<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Do the children talk about illnesses that they have had? • Do they ask questions/make suggestions about how people become ill? • Do they ask questions/make suggestions about how people can be cured? • Can the children make simple suggestions about how to compare/test different soaps? • Can they state that they should only take medicine if an adult says they should? <p>Learning outcomes Child listens to stories about illnesses and cures, e.g. child joins in with repetitive parts of a story and describes what was wrong with a character in a story. Child is able to discuss a variety of common illnesses and ask questions about why they occur and how they can be cured, e.g. child asks why someone else in the class has a cold.</p>				
4. People who help us.	<p>1. People who help us Go through powerpoint about people who help us and discuss with children. Brainstorm on the whiteboard how people help us using the children's ideas. Have any of them been to see anybody who helps? Do they know anyone that helps people? Ask the children to think of as many people as they can that have helped them and tell them that you're going to list them to see who all these people are.</p> <p>2. How people help us Complete matching activity. Sit Children in a circle and show them pictures of different people who help us and ask them if they can select the correct picture/object to match how that person helps us.</p> <p>3. Ambulances Show the children a picture/poster of an ambulance and discuss why we need ambulances. Play the tape of the noise of a siren and ask them why they think an ambulance needs to have such a thing</p>	<p>Use Blocks and construction equipment of their choice to make a person, including arms, legs, head, body.</p>	<p>Make a teddy with joints. Cut out the teddy and use split pins to fasten the moveable parts together.</p>	<p>Set up a table that contains a range of musical instruments with a caption that invites children to find instruments/items that sound most or least like a siren. When all the children have had an opportunity to explore at the table talk as a group about what they found out and suggest that the most suitable instruments/items (as well as their own voices) could be used if they were to build an ambulance.</p>	<p>Challenge the children to use the large and/or small construction equipment to build an ambulance. Have the picture/poster of an ambulance to hand for the children to discuss and refer to. Show them how to make joins in kits that they may not be familiar with and discuss what they could use for a flashing light (blue cellophane, torch, shiny blue paper, blue tissue paper).</p>	<p>Continue to teach and practice logging on and off. Go onto espresso and use the Ourselves link in the PSED section children can explore this section using the headphones. At the end of the session ask the children one piece of information they have learnt. Using the activity from kent, children make their own pictures of people that help them. http://www.kenttrustweb.org.uk/kentict/content/games/helpMeID_v4g.html</p>
<p>Key questions</p> <ul style="list-style-type: none"> • Can you describe how someone has helped you in the past? • Can you find a picture of someone who could help you if you had tummy ache/needed a new pair of glasses etc? Can you describe how this person could help you/has helped you? • (From visitor) Can you think what job this instrument might be used for? Why do you think I might carry a torch with me? How do you think I could use this to look into someone's ears? • Can you find out which musical instruments sound most/least like a siren? • Can you tell me/show me the story of what happened today in your ambulance? 		<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Are the children involving factual information about healthcare in their role-play situations? • Do they look at pictures/posters related to health care issues and talk about them? • Can they talk about why people need health care? <p>Learning outcomes Child incorporates information from a health worker (nurse/ambulance driver etc.) in a role-play situation, e.g. child says, 'I need my stethoscope', whilst playing. Child uses a range of sources of information (teacher/health visitor/books/posters etc.) to inform them about the work of caring for others, e.g. child talks about finding a picture of a nurse in a book who is bandaging someone's arm.</p>				

5. My Family	<p>1. My family – Book for the week: ‘Who’s in my family?’ Read a couple of pages each day and have a different focus on each day.</p> <p>Talk with the children about the people that they live with. Ask them to describe how many people there are in their house and the different types of things people do around the house, for example, cook, laundry, fixing things, gardening, ironing etc.</p> <p>Where I live Discuss different types of homes and so children become familiar with what home they live in and who they live with.</p>		<p>Modelling with sand and clay For some children it will be a purely exploratory experience. For others it will be a task to produce a model/s of themselves or someone in their family from clay and modelling sand (see Resources) and an opportunity for them to compare materials.</p>	<p>Make the sand modelling mixture with some children and help them fill containers to measure out the various items that are required.</p> <p>Organise the children to work with both the clay and the sand mixture on different occasions. When the children are using the former, talk to them about how to make different shaped pieces of clay by rolling, pulling, squashing, pressing, beating etc. and how to use the sculpting tools that you have made available. Show children how to join two pieces of clay by pushing and smoothing.</p>	<p>Provide opportunities for the children to make a small world set up (or home corner) of a house and create a family within. Whilst they are playing talk with them about the different roles people in a house have and why older/younger members might do different jobs and activities.</p>	
<p>Key questions</p> <ul style="list-style-type: none"> • Can you tell me about yourself? Can you tell me about your family? • Who does the cooking in your house? Why do you think your baby brother can’t do the cooking? • Do you think you could do the cooking? Why is your little sister going to bed first in your house? • Can you do anything that your mum/dad/big brother can/can’t do? Why do you think that is? • Does the clay/sand feel slimy/rough/smooth/hard/soft etc? • How do you think you could join these two pieces of clay together? <p>Do you think this tool would be useful to make a face?</p>			<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Are the children able to manipulate the clay in a variety of ways? • Can they describe what they are doing to the clay? • Do the children notice how the clay changes over time when it is exposed to the air? • Do the children ask questions/talk about how/why the modelling materials change? • Have the children expressed preferences for the modelling material they prefer and given a reason why? <p>Learning outcomes Child shows sustained involvement in playing with clay/sand, e.g. child squeezes damp clay through their fingers and repeats the action a number of times. Child describes how they made a model from clay/sand mixture and explains whether one material was better than the other for modelling, e.g. ‘I liked the clay better than the sand because it was smoother.’</p>			
6 Weather and seasons	<p>What’s the weather like today? Talk about what the weather is like that day. Go through powerpoint about weather and discuss with the class. Ask the children what clothes they need in each type of weather? What are the seasons? Go through the four seasons and which type of weather each season corresponds with. Sing the seasons song https://www.youtube.com/watch?v=ksGILalx39c and paude the video at each season to discuss the pictures of each season. Halloween – discuss Halloween powerpoint and why people celebrate Halloween.</p>	<p>Build a range of shelters and building for when it is wet or sunny.</p>	<p>Using the cut outs children can move the pieces around to make the children have the appropriate clothing on for a range of weather conditions.</p> <p>Weather puzzles in the puzzle area</p>	<p>Show the children the home-made rain gauge and together go outside and find an open space where it can be secured with bricks/large stones around it. Explain how the gauge will collect rain each day and how they will measure how much rain has fallen. Use small cubes that fix together to measure the depth of the rain gathered. Return inside, show the children the rain chart that you have made and fix it next to the daily weather chart. The children just need to record zero or the number of cubes that is nearest to the depth of rain in the gauge each day.</p>	<p>Weather chart Ask the children if they can recall what the weather was like yesterday and the day before, and the day before that. Explain that they are going to make a weather chart so that they can record and see what the weather is like every day they are at school for the next two, three or four weeks. Show them the blank chart that you have prepared and together write in the days of the week, Monday to Friday and the forthcoming dates. Now ask the children to suggest the types of weather that we most often experience, for example, sunny, cloudy, rainy, windy, foggy, (snowy). If they are unable to make such suggestions then return to the picture books and use the pictures as an aid to prompting them. Use a large sheet of paper to write down the various types of weather. Select one of them and ask the children to suggest/draw a symbol to represent it. Alternatively use this first type of weather as an example to demonstrate how to create a symbol. Then, with the children, create a symbol for each type of weather that will be shown on the chart. Together complete the chart for what the weather is like that day.</p>	<p>Play a range of mouse control games from Cbeebies. E-Safety Lesson</p>
<p>Key questions</p> <ul style="list-style-type: none"> • Can you describe what the weather is like today? • What types of weather do you like/dislike? • Can you describe what the weather is often like in winter/spring/summer/autumn? • Can you name the types of weather that we often have? • Can you think of a symbol to show sunny weather/rainy weather/windy weather etc? • Can you use the weather chart to say what the weather was like yesterday? • What did you find out about the amount of rain there was last night? • What can you say about the temperature/wind today? • Can you use the charts to give a weather report for today? • Can you use the weather chart to say how many sunny days there have been? • Can you use your table results/bar chart to say how many rainy days there have been? <p>Can you use your table of results/bar chart to say whether there were more rainy days than sunny days? How many more?</p>			<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Do they have an understanding of the words sunny, cloudy, rainy windy etc? • Are they able to observe and describe the daily weather in simple terms? • Do they have a basic understanding of the variation in weather over different seasons? • Can they select a symbol for a weather chart to represent the weather that they observe? • Can they use the weather chart to compare the weather between one day and the next? • Can they use the weather chart to compare the weather over a period of weeks? • Are they able to make quantitative observations about the weather on a daily basis and over a period of time? <p>Learning outcomes Child shows an interest in talking about how the weather chart works, e.g. child points to a symbol of a sun and says, ‘Is it sunny today?’ Child talks about how the weather has changed over the period of a number of days, e.g. child looks at the weather chart and counts the number of sunshine symbols and talks about how many sunny days there have been in the past two weeks.</p>			
<p>Key Questions</p> <ul style="list-style-type: none"> • Can you tell me what it’s like at the doctor’s surgery? • Can you say why people have to go to see a doctor? • Can you think of things that we should do to keep clean and healthy? 			<p>Assessment Opportunities</p> <ul style="list-style-type: none"> • Are the children involving factual information about healthcare in their role-play situations? • Do they look at pictures/posters related to health care issues and talk about them? • Can they talk about why people need health care? 			

Role play area- outside

Children gather materials to make a vets RPA in the outside classroom

Key Questions:

What animal are you bringing into the vets?

What is wrong with your animal?

What happened to them?

Encourage the children to play at taking their dolls to see the doctor at the role-play surgery and explaining what their problems are. Ask questions which prompt the children to explain how medicines should be taken, for example, Doctor, can my child take his own medicine?

Doctor, where should I keep the medicine? Doctor, how long do I have to take the medicine for?

Role play area

Using the RPA as hospital children explore what happens in the vets and why people go there. Provide opportunities for reading and writing and collect as evidence for the profile.

Language: vet, nurse, animals, poorly, sick, unwell, make better, injections, medicine.

Key questions: what's wrong with your today? What is your name? How did they hurt themselves? What the matter today?

Unit 1 Ourselves

Introduction and overview

During this unit children will

- Name the main external body parts of a human and play games that utilise this vocabulary
- Experience and think about the different ways in which their body can move
- Compare and contrast the appearance of different people
- Recognise and consider the causes of some common illnesses. Recognise people that help us when we are ill
- Use role-play, malleable materials and construction materials as a means to learning

Unit 9 Water

Introduction and overview

During this unit children will

- Explore and investigate creating jets of water with plastic syringes
- Explore ways of making bubbles and siphons
- Recognise that water is present in many places in the environment
- Carry out tests to find out how absorbent a range of materials are
- Observe the weather on a daily basis
- Explore and compare ice and water

Home links

Talk with parents about how providing children with the opportunity to play with and explore water using a range of resources can contribute to developing a range of scientific (and mathematical) ideas. Explain how they can make a contribution by talking with their children about what their children are doing whilst in the water and helping them develop comparative and descriptive vocabulary such as float, sink, push, pull, faster, slower etc.

Share with parents the activities that you intend doing for activities 1 and 2 and encourage the parents to provide basic resources so that the children can replay their explorations in the bath or garden at home. Encourage parents to ask their children open-ended questions about what they are doing.

Ask parents to talk with their children about the weather. Allow the children to use their own words as well as introducing weather words, such as hail and fog, if appropriate. Also encourage them to note how hot or cold the weather is and make comparisons between one day and the next.

Home links

Encourage parents to play games that reinforce the names of parts of the body, for example, 'Simon says...' or require the children to use particular parts of their body, for example, tip-toeing in 'What time is it, Mr Wolf?'

Parents can take children into a chemist/pharmacy to look at the counter where prescriptions are given in and where all the medicines are kept on shelves. They can remind children of the name of their doctor and an occasion when they had to visit the surgery. Parents can talk with children about how washing their hands/bodies helps to prevent illnesses/infections.

Encourage parents to have a go at making finger, hand and footprints on paper with paint with their children and to look for opportunities for making footprints in mud, sand or soil as well as the possibility of spotting the footprints of other animals. Cats sometimes leave muddy prints on cars and birds also leave prints in mud.

Ask parents to talk with their children about the names and ages of the people that belong to their immediate family and also about relatives/step relatives such as grandparents, uncles, aunts and cousins. Ask them to share books with their children which have a theme of people in a family living and working together – there are many available which range from books about new babies to children of their own age being cared for by grandparents.