

# Boarshaw Primary School

## Autumn Term 1 Topic Unit Pack



### **What do I know about me?**

Children explore the ways in which we are all the same and the ways in which we are different. They think about what makes a family and how all families are different. They think about what they look like, focusing on detailed drawings of themselves. They talk about and express their opinions on what they like and don't like. They think about their heritage and where different people come from. They explore homes and how our home may differ from people around the world. They also explore all the things they can do with their bodies.

What do I know about me?

Essential Knowledge

**By the end of this unit our pupils will know...**



- What qualities we have that are the same and what qualities are different.
- How their families and other families are different.
- How to draw a self-portrait.
- That people from our class might come from different parts of the world.
- That we all live in different types of houses and houses around the world are different.
- The names of their different parts and talk about what they can achieve with their bodies.

Launch	Explore	Celebrate	Vocabulary
<p>The hall of crazy mirrors – picture of babies and families. Baby clinic in the role play area.</p>	<p>Explore ourselves and our families and how we are similar and different to each other.</p>	<p>My special qualities. Children will explore what is special about them with a familiar adult during a stay and play.</p>	<p><b>Unique</b> – one of a kind  <b>Diversity</b> – differences. People are different in many ways, including race, ethnicity, disability, age  <b>Individual</b> – a single human being  <b>Family</b> – A group of people who are related to us  <b>Self-Portrait</b> – A drawing or painting that a person makes of them self  <b>Skeleton</b> – The bones that support our body</p>

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Development Matters Objectives	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing.</li> </ul> </li> <li>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions.</li> <li>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, cutlery).</li> <li>Confidently and safely use a range of large and small apparatus outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: <ul style="list-style-type: none"> <li>throwing</li> <li>catching</li> <li>kicking</li> <li>passing</li> <li>batting</li> <li>aiming.</li> </ul> </li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>Lining up</li> <li>Mealtimes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sound for them.</li> <li>Begin to blend sounds into words, so they can read short words made up of known letter-sound correspondences.</li> <li>Read a few common exception words matched to the school's phonics programme. (I, the, go, to, no, into).</li> <li>Form lower case letters correctly (s, a, t, i, p, n, m, d, g, o, c, k).</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Compare numbers</li> <li>Continue, copy and create repeating patterns</li> <li>Compare length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

Week Topic Question	Communication Language and Literacy	Maths	Lesson 1	Lesson 2	Lesson 3	Topic focus task	Physical Development	Music PSHE ICT	Nursery Rhyme of the Week Book of the Week
<p><b>Week 1- 4/9/24</b></p> <p><b>(Children in for 3 days, staggered)</b></p>	<p><b>Starting School stories.</b> Talking about how we are feeling.</p> <p><b>Phonics</b> Phase 1 games W- Environmental Sounds Th – Instrumental Sounds F – Body Percussion</p> <p><b>Focus Task</b> On entry assessments.</p>	<p><b>Singing number rhymes.</b> Introduce the children to different number songs and what happens when we take or add.</p>	No lessons due intake.	No lessons due to staggered intake.	Introduce children to our new classroom and their new friends. Introduce adults in the classroom and go around the circle and say everyone's name. Roll a ball to a friend and say the name of the person they are rolling it to. Recap on the routines around our classroom.	<p>On entry assessment. Settling in.</p> <p>Name writing. Draw a person.</p>	<p><b>Gross Motor</b> – Children to climb/balance on the outdoor play equipment.</p> <p><b>Fine Motor</b> – Fitting shapes into jigsaw puzzles.</p>	<p><b>PSHE</b> - School rules- what are the school rules? How do we follow the school rules?</p>	Choice board of well-known nursery rhymes.
<p><b>Week 2- 9/9/24</b></p> <p><b>How am I the same? How am I different?</b></p>	<p><b>Drawing Club</b> Whiffy Wilson The Wolf Who Wouldn't Go to School by Carly Hart</p> <p>Vocabulary: anxious, brave, avoid, emotions, excited, unfamiliar, apprehensive, relief.</p> <p>Day 1: Draw yourself. Day 2: Our classroom. Day 3: What you like to do inside. Day 4: What you like to do outside. Day 5: Your friend or teacher.</p> <p><b>Phonics</b> Phase 1 games M- Environmental Sounds T – Instrumental Sounds W – Body Percussion Th – Alliteration F -Voice Sounds</p> <p><b>Focus Task</b> On entry assessments / Baseline.</p>	<p><b>Number Rhymes and Counting</b> 5 little Speckled frogs 5 little ducks Sing the songs and act out the rhymes.</p> <p>Recite numbers to 10.</p> <p>Counting 1:1 correspondence.</p> <p>Focus Task – Baseline assessment</p>	<p><b>PSED</b> <b>How are we all the same?</b> Children to look into a mirror and explore the features of their face. Do they look the same as their friend? What else do we have the same? Explore different pictures of things that we like. Who likes a certain food? Why do we like these things? How do they make us feel?</p>	<p><b>PSED</b> <b>How are we all different?</b> Children to explore and suggest how we are all different. Why do we like different things? What would happen if we all liked the same things? Suggest some items and ask children if they like them or not. Taste different fruit – use vocabulary to describe the fruit and talk about why we like it or dislike it.</p>	<p><b>UTW</b> <b>How are our lives different?</b> Around the World book. Look at the book and read through the children from different countries around the world. How do they look the same? How are they different? Do they have the same clothes, hats, shoes? What do they eat, is this the same/different? What is the weather like in their country and what clothes do they need to wear?</p>	<p>On entry assessment. Settling in.</p> <p>Name writing. Draw a person.</p>	<p><b>Gross Motor</b> – Develop fundamental movements, e.g. rolling, jumping, hopping.</p> <p><b>Fine Motor</b> – making a necklace for a new friend.</p>	<p><b>ICT</b> – Take pictures of the areas to display to show other children what tidy looks like.</p>	Choice board of well-known nursery rhymes.

<p><b>Week 3- 16/9/24</b></p> <p><b>What makes a family?</b></p>	<p><b>Drawing Club</b> The Colour Monster by Anna Ilenas</p> <p>Vocabulary: discombobulated, assist, shimmering, sobbing, enraged, evaporate, timid, tranquillity.</p> <p>Day 1: A colour monster. Day 2: A home for all the emotion jars. Day 3: The emotion thief is coming! What does it look like and what does it want to steal? Day 4: The colour monster wants to find the thief and get the emotion back. Draw a map to help him. Day 5: The emotion safely back home. What can we invent to keep the thief out?</p> <p><b>Focus Task</b> On entry assessments / Baseline.</p> <p><b>Rocket Phonics</b> Wk 1 – s and a</p>	<p><b>Number Rhymes and Counting</b> 5 little men in a flying saucer 5 current buns Sing the songs and act out the rhymes.</p> <p>Recite numbers to 10.</p> <p>Counting 1:1 correspondence.</p> <p>Focus Task – Baseline assessment</p>	<p><b>UTW</b> <b>Who is in your family?</b> Children to share photographs of their own families. Who is in their families? What do we do altogether? What do we enjoy doing at home? Who lives in our house? Children to share their experiences with the class.</p>	<p><b>UTW</b> <b>How are all families different and special?</b> The big book of families Children to listen to the book and discuss how all families and different and special. Talk about families that have 2 mums or 2 dads, and discuss adopted families. Children to compare the different families, talking about similarities and differences.</p>	<p><b>UTW</b> <b>What things do we like to do with our families?</b> Ask parents to share experiences the children have had with their families outside school. How do we celebrate different events? Do we all celebrate in the same way? Show children a picture and talk about who likes it and dislikes it, discuss reasons for this. Children to debate why they like it but accept the other children's point of view.</p>	<p><b>EAD</b> <b>Family Picture</b> Make and decorate a frame and draw our families. Children to talk about their families and scribe what they say.</p>	<p><b>Gross Motor</b> – Use the bikes to develop large coordination skills.</p> <p><b>Fine Motor</b> – Use paintbrushes to draw pictures of themselves and their family members.</p>	<p><b>Music</b> - Charanga. Autumn 1. Me! Step 1</p> <p><b>PSHE</b> - SCARF. Me and My Relationships. Lesson 1: All about me.</p> <p><b>ICT</b> – Use a paint program to draw the people in their family.</p>	<p>Pat a cake</p>
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<p><b>Week 4-23/9/24</b></p> <p><b>What do I look like?</b></p>	<p><b>Drawing Club</b> The Great Big Book of Families by Mary Hoffman and Ros Asquith</p> <p>Vocabulary: unique, diversity, individual, family, adopted, fostered, relatives.</p> <p>Day 1: What does your family look like? Day 2: What does your house look like? Day 3: Where do you like to go on holiday? Day 4: What are your favourite things to eat for tea? Day 5: What pets do you have or would you like to have?</p> <p><b>Focus Task</b> Simon Says – Teacher to sound talk key words in the instructions e.g. Can you touch your h-ea-d? t-oe-s? f-ee-t? etc</p> <p><b>Rocket Phonics</b> Wk 2 – t and i</p>	<p><b>Match, sort and compare</b> Match objects Match pictures of objects Identify a set Sort objects to type</p> <p>Focus Task – Establish tidy teams and look at matching items to pictures at tidy up time.</p>	<p><b>UTW</b> <b>What features do I have on my face?</b> Children to look at a face, can they name the features of the face? What do these parts of our face, e.g. our nose is for smelling. Name objects the children might not know, e.g. chin, cheeks, nostril, eyebrow. Why are these parts important? Show some parts close up on the board, can children guess what part of the face it is?</p> <p><b>ICT link</b></p>	<p><b>EAD</b> <b>Who is Freda Kahlo?</b> Children to learn about the artist Freda Kahlo. Explore facts about her. Look at her paintings, what has she done in each painting? Introduce the word self-portrait, what does this mean? Show children her different portraits and ask children to comment on which ones they like/dislike and why. Ask children to have a think about what colours they would like to be on their own painting.</p>	<p><b>EAD</b> <b>How do we draw a self-portrait?</b> Recap on the portraits we looked at yesterday and show children a simple portrait. Explain we need to look in a mirror to draw a portrait. Model looking in a mirror and drawing a self-portrait. Add in all the features we talked about in lesson 1. Children to suggest ideas to improve the portrait and introduce children to different techniques to use.</p>	<p><b>EAD</b> <b>Self portrait</b> Children to create their own portrait focusing on the work on Freda Kahlo. Children to create a background and stick their self-portrait onto it.</p>	<p><b>Gross Motor –</b> Practice throwing and catching a ball.</p> <p><b>Fine Motor –</b> Using pencils to draw a self-portrait.</p>	<p><b>Music –</b> Charanga. Autumn 1. Me! Step 2</p> <p><b>PSHE - SCARF.</b> Me and My Relationships. Lesson 2: What makes me special?</p> <p><b>ICT –</b> Children to take pictures of other children's faces up close and share with the class.</p>	<p>One, two, three, four five once I caught a fish alive</p>
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<p><b>Week 5-30/9/24</b></p> <p><b>What do I like?</b></p>	<p><b>Drawing Club</b> Little Rabbit Foo Foo by Michael Rosen</p> <p>Vocabulary: accelerating, disapprove, warning, striking, gather, disregard, metamorphosis, comeuppance.</p> <p>Day 1: Little Rabbit Foo Foo. Day 2: Where do the goblins live? Day 3: LRFF can't stop crying because he is a Goonie. How can we stop the forest from flooding? Day 4: LRFF wants to say sorry to all the animals. Invent a way for him to get around the forest so he can apologise quickly. Day 5: Invent a machine to turn LRFF from a Goonie back into a rabbit.</p> <p><b>Focus Task</b> Play SPLAT! Teacher to sound-talk one of a range of pictures. Children to blend the word and 'SPLAT' the correct picture with a fly swatter.</p> <p><b>Rocket Phonics</b> Wk 3 – p and n</p>	<p><b>Match, sort and compare</b> Explore sorting techniques Create sorting rules Compare amounts</p> <p>Focus Task – Sort objects and give a reason for how they have sorted them.</p>	<p><b>UTW</b> <b>What do we like?</b> Ask children to think about something they really like. Share your experiences and discuss things that you like. Ask children to suggest ideas and also have some ideas on the board. Did we all like the same things. Play a game - hands up if you like pizza, broccoli, swimming, muddy puddles etc?</p>	<p><b>UTW</b> <b>What do we dislike?</b> Gather children's ideas of things that they dislike. (Going shopping, eating different foods). How do we feel when we have to do these things? Explore why we have to do things we dislike. What do we do if our friends want us to do something we dislike? Play a game with the parachute – swap places if you don't like singing, dancing, football, peas?</p>	<p><b>UTW</b> <b>Do we all like the same things?</b> Children to think about if children all like the same things. Children to taste different fruit that maybe unfamiliar to them. Describe the texture and explain where each fruit comes from. Once tasted ask the children to order their own fruit cards from the best they liked to the least. Explore if we all ordered the same way and discuss reason why.</p>	<p><b>Maths</b> <b>Tally Charts</b> Children to contribute to class tally charts shoeing our favourite animal, fruit etc.</p>	<p><b>Gross Motor</b> – sports for the children to try that they like or dislike. (Football, cricket, tennis)</p> <p><b>Fine Motor</b> – Using scissors to cut out things we like and dislike.</p>	<p><b>Music</b> – Charanga. Autumn 1. Me! Step 3</p> <p><b>PSHE</b> - SCARF. Me and My Relationships. Lesson 3: Me and my special people.</p> <p><b>ICT</b> – children to use a pic collage program to make a poster of what they like.</p>	<p>This old man</p>
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<p><b>Week 6-7/10/24</b></p> <p><b>Where in the world does my family come from?</b></p>	<p><b>Drawing Club</b> The Smeds and the Smoos by Julia Donaldson</p> <p>Vocabulary: prejudice, tolerance, family, discriminate, diversity, unique, individual, welcome.</p> <p>Day 1: Bill and/or Janet. Day 2: The Loobular lake and the Humplety hill. Day 3: The Grandparents have come to find Janet and Bill. Where should they hide? Day 4: They land on a new planet. What do the aliens look like here? Day 5: The red rocket has broken down. How can they get home now?</p> <p><b>Focus Task</b> Play 'Cross the River'. Each child to have an object. Teacher to sound talk one of the objects – if you are holding the object you can jump over the river.</p> <p><b>Rocket Phonics</b> Wk 4 – m and d CEW – l, the</p>	<p><b>Measure and patterns</b> Compare size Compare mass Compare capacity</p> <p>Focus Task – Compare different boxes using mass, capacity and size.</p>	<p><b>UTW</b> <b>Where do we live?</b> Introduce children to Earth. Explain where we live and talk about how the earth is round. Find the UK on a world map and then find Middleton on a UK map. Teach children about London being the capital city. Look at different types of houses and think about the type of house they live in. Children to explore and find their house on google maps.</p>	<p><b>UTW</b> <b>Who has come from another country?</b> Ask children to share if they were born in a different country or if their family still lives in a different county. Plan the lesson based on the current children and link to relevant countries. Talk about different features of the other countries.</p>	<p><b>UTW</b> <b>Where would we like to live?</b> Introduce children to different places on a world map, e.g. hot countries and cold countries. Explore the polar regions, cities and beaches. Where would be like to live? Children to give reasons for their answers. Can they persuade the teacher to move to this country with them?</p>	<p><b>UTW</b> <b>Countries around the world</b> Children to explore a world map and discuss different countries around the world. Where does their family come from? Have they been to any other countries? Explore artefacts and items from other countries, e.g. boomerang.</p>	<p><b>Gross Motor</b> – Sweeping up outside.</p> <p><b>Fine motor</b> – cutting items from magazines and sticking them in the correct place in the house.</p>	<p><b>Music</b> – Charanga. Autumn 1. Me! Step 4</p> <p><b>PSHE</b> - SCARF. Me and My Relationships. Lesson 4: Who can help me?</p>	<p>Five little ducks</p>
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<p><b>Week 7 – 14/10/24</b></p> <p><b>What can I do with my body?</b></p>	<p><b>Drawing Club</b> Little Red Riding Hood</p> <p>Vocabulary: traipse, crafty, disguised, concealed, menacing, rescue, flee, gratitude.</p> <p>Day 1: The wolf. Day 2: The cottage in the woods. Day 3: Invent a way for LRRH to travel through the woods safely. Day 4: Grandma is still hungry. Invent a way to make her lots of cakes. Day 5: The wolf is coming back to the woods. What will he disguise himself as?</p> <p><b>Focus Task</b> Put the objects into Grandma's baskets – sorting by initial sounds.</p> <p><b>Rocket Phonics</b> Wk 5 – g and o CEW – go, to</p>	<p><b>Measure and patterns</b> Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>Focus Task - Potato printing to create a repeated pattern.</p>	<p><b>PD</b> <b>Can we complete an obstacle course?</b> Children to think about what would be good for an obstacle course. Create a map of a course and then go outside to set up the course. Can the children complete the obstacle course?</p>	<p><b>PSED</b> <b>How do we keep our bodies healthy?</b> Ask children to think about how we keep our bodies healthy. Explore physical activity, healthy eating and a good sleep routine. Ask for children to share experiences and explain why each of these is important.</p>	<p><b>PSED</b> <b>What food helps to keep us healthy?</b> Children to discuss healthy and unhealthy food options. Can they sort the foods into a healthy lunch box and an unhealthy one?</p>	<p><b>PD</b> <b>Bedtime routine</b> Children to put the teddies to bed in the role play corner. What things do we need to do to help teddy get to sleep?</p>	<p><b>Gross Motor</b> – obstacle course</p> <p><b>Fine Motor</b> – Cotton bud painting</p>	<p><b>Music</b> – Charanga. Autumn 1. Me! Step 5</p> <p><b>PSHE</b> - SCARF. Me and My Relationships. Lesson 5: My feelings.</p> <p><b>ICT</b> – Children to explore purple mash and the body section.</p>	<p>Name song</p>
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<p><b>Week 8 – 21/10/24</b></p> <p><b>Where do I live?</b></p>	<p><b>Drawing Club</b> The Hairy Toe by Daniel Postgate</p> <p>Vocabulary: windy, furry, ancient, fearful, undercover, creep, distant, swirling.</p> <p>Day 1: The monster. Day 2: The old woman's house. Day 3: A trap to catch the monster. Day 4: Who will come to rescue the old woman? Day 5: Where will the monster put the hairy toe now he has got it back?</p> <p><b>Focus Task</b> Play I Spy. Have a selection of objects on the floor. Teacher to say 'I spy a p-e-g' etc and the children to pick up the correct object.</p> <p><b>Rocket Phonics</b> Wk 6 – c and k CEW – no, into</p>	<p><b>Circles and triangles</b> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>Focus Task – Art work inspired by Kandinsky's 'Circle in a circle' and 'Stained in a triangle'.</p>	<p><b>UTW</b> <b>Where do I live?</b> Discuss the local area and talk about familiar places. Show photographs of parts of school, the local shops, Middleton and Manchester. Do the children know where these places are? Have the been there before? How did they get there? What did they do there?</p>	<p><b>UTW</b> <b>Where do I go to school?</b> Talk about the classroom, the EYFS unit and the whole school. Have the children seen the rest of the school? Do you have any older siblings? Where do they play? Take the children outside and walk around the school grounds.</p>	<p><b>UTW</b> <b>What is Halloween?</b> Discuss Halloween with the children. What do we celebrate? How do we celebrate? Halloween party.</p>	<p><b>UTW</b> Children to walk around the school in small groups. Visiting key areas – hall, canteen. Office etc</p>	<p><b>Gross Motor</b> – balancing on one leg, walking along a bench</p> <p><b>Fine Motor</b> – using tweezers to balance jelly cubes on top of each other</p>	<p><b>Music</b> – Charanga. Autumn 1. Me! Step 6</p> <p><b>PSHE</b> - SCARF. Me and My Relationships. Lesson 5: My feelings (2).</p>	<p>Things for fingers</p>
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**Termly Baking Experience – Making Playdough**