

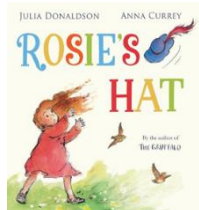
Long Ago Reception Unit Overview

Year group: Reception **Term:** Autumn 1 **Number of weeks:** 5

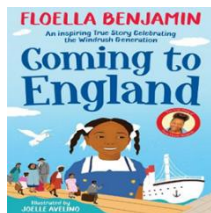
Unit Overview

This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.

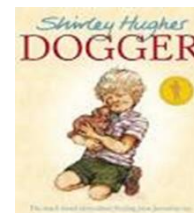
Unit texts : Recommendations from Cornerstones



Rosie's Hat
By Julia Donaldson



Coming to England
By Floella Benjamin



Dogger
By Shirley Hughes

Unit outcomes

Communication & Language

Children in Reception...

Understand how to listen carefully and why listening is important

Learn new vocabulary

Use new vocabulary through the day

Develop social phrases

Engage in story times

Listen to and talk about stories to build familiarity and understanding

Use new vocabulary in different contexts

Learn rhymes, poems and songs			
Listen carefully to rhymes and songs, paying attention to how they sound			
Literacy		Mathematics	
Children in Reception...		Children in Reception...	
Read individual letters by saying the sounds for them		Count objects, actions and sounds.	
Read some letter groups that each represent one sound and say sounds for them		Subitise number up to 5.	
Form lower-case letters		Link the number symbol (numeral) with it's cardinal number value	
		Count beyond 10	
		Compare numbers including more than and less than	
		Understand the 'one more than/one less than' relationship of consecutive numbers	
		Select, rotate and manipulate shapes in order to develop spatial reasoning skills	
		Compose and decompose shapes so that children recognise a shape can have other shapes within it	
Understanding the World			
Historical foundations	Geographical foundations	Scientific foundations	Religious & Cultural Awareness
Children in Reception...	Children in Reception...	Children in Reception...	Children in Reception...
Compare and contrast characters from stories, including figures from the past.	Draw information from a simple map.	Understand the effect of changing seasons on the natural world around them.	Recognise that people have different beliefs and celebrate special times in different ways.
Comment on images of familiar situations in the past.			Talk about members of their immediate family and community.
PSED	PD		EAD
Children in Reception...	Children in Reception...		Children in Reception...
See themselves as a valuable individual.			

<p>Manage their own needs: Personal hygiene</p> <p>Build constructive and respectful relationships.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
Linked Units	Entitlements	Curriculum Threads
<p>Childhood (Year 1) School Days (Year 1)</p>	<p>Visit from local historian Exhibition of journal at end of unit</p>	<p>Civilisation Innovation Identity</p>

Knowledge	
<p>Vocabulary</p>	<p>Past, present Weather, seasons grow, history memory, remember, baby, toddler grandma, grandad, (and variations) sister, brother, aunt, uncle, cousin, family, history, heritage Peg, history, past, Clay, material</p>

C&L	<p>To use vocabulary that is taught in their play</p> <p>To listen carefully and articulate why it is important</p> <p>To communicate their needs to others</p> <p>To be able to retell a variety of nursery rhymes</p> <p>To be able to talk about stories they have heard</p> <p>To talk about what they are doing in their play/learning</p>
Literacy	<p>To say the sounds for each letter (grapheme).</p> <p>To blend known sounds into words.</p> <p>To know that lower-case and capital letters are formed differently and are different sizes.</p>
Mathematics	<p>Children will learn to count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5.</p> <p>They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.</p> <p>Children will be introduced to the language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation.</p> <p>They will also learn that groups of objects can have the same amount in them, even if they look different.</p> <p>Describing and comparing 3D and 2D shapes.</p> <p>Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations</p>
UW	<p>History</p> <p>Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.</p>

Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.

Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.

Explore and talk about important events in the school or locality's history.

The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.

Put familiar events in chronological order, using pictures and discussion.

Talk about past and present events in their own lives and those who are important to them.

Describe some similarities and differences between things in the past and the present.

Geography

All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Describe how different types of weather affect the local environment.

Discuss how the local environment has changed over time using photographs and first-hand experiences.

Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. Describe ways to look after the immediate environment.

Science

The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter.

Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change.

With support, observe, record and talk about materials and living things.

Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same material.

	<p>Question words include who, why, what, when, where and how. Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p>
	<p>Religious and Cultural Awareness</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
PSED	<p>It is important to listen to instructions in order to understand what to do.</p> <p>Listening is important because it helps you work or play in a group or class situation.</p> <p>It is important to listen to instructions to understand what to do.</p> <p>It is important to wash our hands to stop the spread of germs.</p> <p>Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food.</p> <p>Some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. It is important to tell a trusted adult if they are hurt or feel sad, scared or worried.</p> <p>Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p>
PD	<p>Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food.</p> <p>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p> <p>Different types of line include thick, thin, straight, zigzag, curvy and dotted.</p>

	<p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures.</p>
EAD	<p>Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</p> <p>Retell stories and narratives through role play and small world play, using some key vocabulary.</p> <p>Talk about stories that have been read to them and retell them through role play and small world play.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p> <p>A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p>Vehicles and machines have wheels and axles to help them move. Explore, build and play with a range of resources and construction kits with wheels and axles.</p> <p>Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.</p> <p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</p> <p>Different materials have different properties and can be used for different purposes. Construct simple structures and models using a range of materials.</p> <p>Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p>Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.</p>
Nursery rhymes & songs	<p>There Was an Old Man Named Michael Finnegan Hey Diddle Diddle Zoom, Zoom, Zoom Humpty Dumpty Each Peach Pear Plum Polly Put the Kettle On</p> <p>Shuffle and Squelch by Julia Donaldson</p>