



Manor Primary School – Reception Medium Term Planning Marvellous Me!

Overview of the Learning:

In this unit children will develop an understanding that they are unique and all have different likes/dislikes, abilities and experiences. They will introduce themselves to their new classmates and begin to make friendships. The children will describe themselves, identifying their features. They will compare themselves with their friends and identify similarities and differences. The children will talk about their families and consider how their families help and support them. They will gain an understanding that family units can be different. The children will talk about their feelings and how they can affect them or those around them. The children will learn about the five senses and how their senses allow them to interact and communicate with the world.

Core Aims – Children will:

- ✚ separate from main carer
- ✚ show understanding and follow Reception class routines
- ✚ share their experiences with others
- ✚ express their own preferences/interests
- ✚ begin to form relationships/friendship with an adult/another child
- ✚ to talk about themselves, their homes and their families
- ✚ identify facial/bodily features
- ✚ identify similarities and differences when comparing themselves to their peers
- ✚ identify the five senses, using them to interact with a range of learning opportunities

End Point – Children will:

- ✚ separate from their carer with confidence and independence
- ✚ be a unique, individual learner with their own tastes, preferences and likes/dislikes
- ✚ talk about themselves and their family, naming, writing and identifying them
- ✚ identify and name facial/bodily features
- ✚ compare how they have changed over time, from a baby to present
- ✚ describe and name facial/bodily features, draw pictures and label parts
- ✚ identify and describe their home and who lives in their home

Substantive Knowledge:

- ✚ What are the rules and routines in Reception?
- ✚ Why is it important that I understand and follow them?
- ✚ What activities do I most like to do?
- ✚ What is similar and different to me and others?
- ✚ Who are my friends in Reception?
- ✚ Who are the different people in my family?
- ✚ What are the ways in which some families are different to mine?
- ✚ Why do I feel differently sometimes?
- ✚ What can I do to be a good friend?

Procedural Knowledge:

- ✚ How to separate from my main carer, remembering how I did this in Nursery (or from my pre-visits)
- ✚ How to follow our rules and routines, and understand why we have them
- ✚ How to have the confidence to communicate my interests, news and experiences with adults and peers
- ✚ How to develop seeing myself as an individual, with my own likes, dislikes and preferences
- ✚ How to recognise that I can feel many different ways, and how to manage and control these emotions
- ✚ How to form positive relationships with others through kindness, fairness and respect
- ✚ How to describe where I live, my family and relations, and enjoyable experiences with them
- ✚ How others can look differently than me with their own interests, that they are individuals just like me



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Future Learning:

✚ Year 1 – Science - All about me and Other Animals
PHSCE - Me and my friends
Geography – My Community

✚ Year 2 - Science - Animals, including Humans
PHSCE - Keeping Healthy

✚ How to recognise all of my senses, and how I can use all of them to interact with the world around me

Characteristics of Learning –

Children will:

- ask simple questions
- observe closely, using simple equipment
- identify and classify
- use their observations and ideas to suggest answers to questions
- represent their experiences in play
- initiate activities
- make links and notice patterns in their experiences

Cross Curricular/KSI links:

PSED: Compare themselves with their friends and identify similarities and differences. Developing and making relationships. Learning and following rules, boundaries and systems.

History: Create a simple timeline (child, parent, and grandparent). Remember and talk about significant events in their own experience. Develop an understanding of growth and changes over time.

Science: Naming different body parts, recognising similarities and differences between human bodies, and the importance of exercise for humans.

Art: Hold and control a variety of media and use them to make marks and lines. Use lines to create shapes. Describe people and shape using simple art specific language especially related to colour and shape. Explore other artists that have drawn and painted self-portraits.

Dance: Learn a variety of different dance sequences using different body parts, observing changes in their breathing, heart rates and temperatures.









Building Cultural Capital:

Explore families from around the world, exploring similarities and differences.



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Key Subject Knowledge & Skills:

Literacy – Reading 	Literacy - Writing 	C&L 	Mathematics 
<p>Reading: Recognise rhyming words in rhymes, poems and stories. Recognise a rhyming pair. Hear and say initial sounds in words. Sort objects by their initial sound. Blend the sounds in simple words. Read own name. Use words and phrases that they have learnt from their experiences of books. Choose a book that they would like to read.</p> <p>Comprehension: Respond to instructions involving a two part sequence. Share understanding of something heard. Follow a story without pictures or props. Respond appropriately to ideas expressed by others.</p>	<p>Writing: Talk about marks made when drawing, writing, painting. Break the flow of speech into words. Label an object/picture with the initial sound. Begin to write the grapheme to the sound I hear. Write their name from memory. Beginning to write the grapheme to known sounds. Group symbols and letters so they look like words.</p>	<p>Listening, Attention & Understanding: Understand how to listen carefully and why it is important. Listen carefully to rhymes and sounds. Focusing attention without adult support. Following simple directions, responding to simple instructions. Showing understanding of prepositions. Beginning to understand 'why' and 'how' questions.</p> <p>Speaking: Use new vocabulary in different contexts. Begin to use longer sentences by using different connectives. Describe some events in some detail. Use language to imagine and recreate roles in play. Introduce a storyline or narrative into play. Retell a simple past event in the correct order. Question why things happen and give explanations. Uses a range of tenses.</p>	<p>Numbers: Recognise numerals 1 – 5. Beginning to recognise numerals 6 – 10. Count actions or objects which cannot be moved. Select the correct numeral to represent 1 to 5 objects.</p> <p>Numerical Patterns: Verbally count to 10. Count out up to 6 objects from a larger group. Count an irregular arrangement of up to ten objects. Order numerals 1 – 5. Beginning to order numerals 6 – 10.</p>
Understanding the World 	Expressive Arts & Design 	PD 	PSED 
<p>People, Culture and Communities: Talk about members of immediate family, community Name and describe familiar people. Describe similarities, differences in themselves, others</p> <p>Past and Present: Talk about significant events in their own experience. Talk about past and present events in their own life. Talk about the lives of the people around them. Build vocabulary that reflects breadth of experiences. Talk about a past event in the correct order.</p> <p>The Natural World: Look closely at similarities, difference, pattern, change. Explore natural world through language, experiences. Describe what they can see, hear and feel outside. Name and draw the basic parts of the human body.</p>	<p>Creating with Materials: Choosing particular colours to use for a purpose. Experimenting to create different textures. Understand media can be combined to create new effects. Begin to construct with a purpose in mind. Create collaboratively, sharing ideas, resources and skills. Evaluate and describe own creative pieces.</p> <p>Being Imaginative and Expressive: Beginning to build a repertoire of songs and dances. Watch dances, expressing feelings and responses to music. Explore the different sounds instruments make. Introduce a storyline or narrative into play. Play cooperatively as part of a group to act out narratives.</p>	<p>Gross Motor Skills: Explore different ways of moving. Negotiate space successfully, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Fine Motor Skills: Handle tools, objects, construction and malleable materials safely and with increasing control. Show a preference for a dominant hand. Begin using anticlockwise movement to retrace vertical lines. Beginning to form recognisable letters. Use scissors to cut on a line continuously.</p>	<p>Self-Regulation: Understand that actions affect other people. Aware of boundaries set, and of how to behave in the setting.</p> <p>Managing Self: Manage own needs. Confidently speak to others about needs, wants, interests. Describe self in positive terms and talk about abilities. Identify and moderate own feelings socially and emotionally. Express feelings and consider the feelings of others.</p> <p>Building Relationships: See self as a valuable individual. Initiate conversations, taking account of what others say. Build constructive and respectful relationships. Keep play going by responding to what others are saying, doing.</p>



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Learning Area	Learning Objectives	Suggested Learning Opportunities	Key Vocabulary	Resources/Hooks	Key Texts
PSED	<p>Who am I?</p> <p>What are my likes and dislikes?</p> <p>How can I be a good friend?</p> <p>How am I feeling?</p>	<p>Create interest silhouettes</p> <p>Make class rules</p> <p>Circle Time discussion</p> <p>Puppet role-play to discuss right/wrong actions</p> <p>Making emotion fans</p>	<p>Name</p> <p>Identity</p> <p>Me</p> <p>Myself</p> <p>I</p> <p>Interest</p> <p>Like/Dislike</p> <p>Favourite</p> <p>Talent</p> <p>Expert</p> <p>Friendships</p> <p>Relationships</p> <p>Respect</p> <p>Emotions (Names)</p>	<p>Black paper</p> <p>Photos of interests use of internet to find favourite things</p> <p>Puppets for role-play</p>	<p>The Way I Feel by Janan Cain</p> <p>You Choose by Nick Sharratt</p> <p>I'm the Best by Lucy Cousins</p> <p>My Big Shouting Day by Rebecca Patterson</p>
Understanding the World	<p>What are the different parts of my body?</p> <p>How have I changed as I have grown up?</p> <p>What is a time line?</p> <p>Where do I live?</p> <p>Who are the people in my family?</p>	<p>Name and label the parts of our body</p> <p>Create simple skeletons</p> <p>Draw around friends and label body parts</p> <p>Learn and perform 'Head, Shoulders, Knees and Toes'</p> <p>Play 'Simon Says'</p> <p>Create family portraits</p> <p>Explore family photographs from home, copy and display in Home Corner</p> <p>Draw and label family members</p> <p>Draw support balloons</p> <p>Sharing stories about different families</p> <p>Explore photos of children as babies, as they are now and photos of their parents, grandparents</p> <p>Talk about the changes that occur as we grow</p> <p>Creating a family tree</p> <p>Going on a local walk</p>	<p>Body Parts</p> <p>Skeleton</p> <p>Instruction</p> <p>Direction</p> <p>Age</p> <p>Growth</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Elderly</p> <p>Sequence</p> <p>Family</p> <p>Names (Mom, Dad)</p>	<p>Children to bring in All about Me 'Special' books containing photos of themselves and family members</p> <p>Staff photos of family</p> <p>Large plain paper</p> <p>Thick black wax crayons,</p> <p>Labels of body parts.</p> <p>Model/picture of human skeleton</p> <p>X-rays</p> <p>Baby photos</p> <p>Pasta tubes, spaghetti, used matchsticks, cotton reels, straws, wool, string, glue, black paper</p>	<p>Peepo! by Allan Ahlberg;</p> <p>Funnybones by Allan and Janet Ahlberg</p> <p>I'm Actually Really Grownup Now by Maisie Paradise-Shearring</p> <p>The Family Book by Todd Parr</p> <p>Mum and Dad Make me Laugh by Nick Sharratt</p>



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Expressive Arts and Design	<p>What do I look like?</p> <p>How do I look the same/different to my friends?</p> <p>How does different music make me feel?</p>	<p>Looking in mirrors at selves, comparing with friends</p> <p>Taking pictures with iPads, comparing with friends</p> <p>Paint a self-portrait to include facial features</p> <p>Listening to different pieces of mood music</p> <p>Drawing pictures based on how they feel</p>	<p>Features</p> <p>Same</p> <p>Similar</p> <p>Different</p> <p>Difference</p> <p>Compare</p> <p>Describe</p> <p>Skin</p> <p>Tone</p> <p>Self-portrait</p> <p>Mood/Feelings</p>	<p>Mirrors</p> <p>iPads</p> <p>Paints</p> <p>A3 Paper</p> <p>Mood music</p>	<p>The Skin you Live In by Michael Tyler</p>
Mathematics	<p>What is my daily classroom routine?</p>	<p>Create, sequence a visual timetable of classroom routine Children to use language related to time</p>	<p>Routine</p> <p>Visual Timetable</p> <p>Sequence</p> <p>Morning</p> <p>Afternoon</p> <p>Lunchtime</p> <p>Evening</p> <p>Breakfast</p> <p>Dinner</p> <p>First</p> <p>Then</p> <p>Next</p> <p>Afterwards</p> <p>Finally</p>	<p>Activity pictures for sequencing</p> <p>Time-based vocabulary cards</p> <p>Long strips of card</p>	<p>Starting School by Janet and Allan Ahlberg</p> <p>Lucy's First Day</p>