

## Settling in & Transition

### 1. Who lives in my house?

#### Settling in & Transition

#### Baseline Assessment

Raise children's awareness of different family structures through using photographs/interactive resources & small world toys. Discuss that families are made up of different family members.

Enc chn to talk positively about the families portrayed and make links with the children's own families.

Discuss 'Who is in Your Family?' Children make their own drawing/painting of 'My Family'.

Discuss and share routines, traditions and special occasions that are important to children's families.

### 3. What can we use our hands and sense of touch for?

Explore using sense of touch to identify and describe a variety of textures around the environment.

Go on a touching walk around the local area.

Importance of hand washing.

Making giant feely boxes for exploration & discovery.

Create texture treasure baskets and use to develop Communication & Language skills.

Use a variety of finger rhymes to reinforce numbers one to ten.

Compare sizes of hands and use for measuring activities.

Explore how we can actively change the texture of different items and substances.

### 2. What are the different parts of our body called?

Finding out about the names and use of different body parts through songs, games, rhymes and stories.

Painting self portraits - labelling

Using the digital camera to photograph different body parts - labelling & writing captions.

Making own page about themselves for an 'All About Me' class book.

Explore sounds which can be made using various body parts.

Compare feet sizes and use them as a non standard measure for a variety of lengths.

Help chn to begin to discover and talk about textures

#### Music -

#### Sounds Interesting -

Exploring Sounds - I can identify different ways sounds can be made and changed; use and choose sounds confidently in re-

#### Art and Design -

See cross curricular links throughout mini topic ar-

## Magical Me!

Reception / Year 1

Autumn 2015

Mrs Bowes and Mrs Conde

#### English

Lists and labels

Stories with familiar settings

Information texts

Predictable and patterned texts

Poems on a theme

### 4. What can we use our ears and sense of hearing for?

Go on a listening walk inside and outside.

Explore collections of objects which make sounds compare and use them as a stimulus to make our own sounds.

Investigate and match pairs of sound pots.

Play number lotto and other games where chn need to listen to instructions.

Go for a 'sound walk' using technology to record sounds along the way, then create an interactive sounds display.

#### Science

Explore touch, sight, hearing, taste, smell (1st Half term)

Light Sources

Darkness

Shadows

### 5. What can we use our eyes and sense of sight for?

Explore some examples of Braille on everyday objects and in books.  
Play Blindfold games.  
Set up an Optician's in the role play area.  
Go on a treasure hunt in the outdoor area.  
Engage the chn in activities which involve estimating.  
Invite an adult who wears glasses to talk to the group about their glasses.

### History / Geography

Environment / Locations / Journeys

### Religious Education

Harvest Festival  
Christmas and Divali  
Remembrance Day  
How can we help others at Harvest time?  
What happens in the Christmas story?

### French

Incidental use of French throughout the day

### 6. What parts of the body are important for exploring our sense of smell and taste? (Harvest link)

Talk about how our sense of smell can keep us safe.  
Explore using sense of smell as part of exploratory play & baking activities.  
Explore the smell and taste of different fruits - make fruit salad.  
Make a class book of 'My Senses.'  
Explore and identify the various smells of everyday household items.  
Make and investigate using smelly playdough. Set up and let chn make smelly spells and potions in the water tray.  
Set up home corner café area.

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Reception / Year 1

Autumn 2015

Mrs Bowes and Mrs Conde

(Initial planning ideas)

### Mathematics

Number and Place Value  
Addition  
Money and Measure  
Shape  
Addition and subtraction  
Doubling and halving

### D&T

Levers and Sliders—Christmas cards

### 7. How can we tell how other people are feeling?

Use visual images, flashcards and stories as a stimulus for chn to identify a variety of emotions from expression and body language (SEAL)  
Practise representing a variety of emotions using our own bodies.  
Use the face as the stimulus for counting activities with small groups of chn.  
Use mirrors to allow chn to observe their own faces and then make paper plate face masks.  
Listen to different styles of music and talk about how it makes us feel.  
Make happy face mobiles (gift for Christmas)  
Make two faced character puppets which smile and cry

### PE / Physical Development

Movement