

TITLE		THIS IS ME!	'Discover'
CONCEPTS	Friendship, Responsibility, Resilience, Compassion	KEY QUESTION	Should other people's feelings matter to me?
GROUNDING TEXT	Goldilocks We're going on a bear hunt	PROJECT FOCUS	"We're going on a star hunt" Performance
WRITING ACROSS THE CURRICULUM	CROSS CURRICULAR LINKS		
<ul style="list-style-type: none"> <li>• Labels</li> <li>• Lists/ shopping lists</li> <li>• Posters</li> <li>• Character thought bubbles</li> <li>• Book making</li> </ul>	<p><b>Personal, Social, and Emotional Development:</b> belonging, similarities, differences, managing feelings, stranger danger, rules and boundaries, how to keep safe, feelings of others (scenarios)</p> <p><b>Communication and Language:</b> using new vocabulary, listening activities, rhymes and songs, drama narrative, role play, puppets, living story,</p> <p><b>Literacy:</b> talk for writing, simple word matching, sequencing stories, making books to read to others, comprehension skills</p> <p><b>Physical Development:</b> cutting skills (puppets), handwriting patterns, circle games, play dough modelling, writing simple shopping lists, P.E., outdoor play, yoga</p> <p><b>Mathematics:</b> count objects, actions and sounds, link the number symbol with its cardinal number, maths application games, size language and ordering, capacity</p> <p><b>Understanding the World:</b> talk about members of their immediate family and community, compare and contrast characters from stories including figures from the past, draw information from a simple map Recognise that people have different beliefs and celebrate special times in different ways, which stories are special and why? Which people are special and why? Understand the effect of changing seasons on the natural world around them.</p> <p><b>Expressive Arts and Design:</b> explore, use and refine a variety of artistic effects to express their ideas and feelings, develop story lines in their pretend play, creating puppets, story-telling in small world resources, explore and engage in music making.</p>		
BRITISH VALUES	Rule of Law: rules of school, taking care of our own and others' things	OUTDOOR LEARNING OPPORTUNITY	Re-enact the Bear Hunt Story outdoors making use of the Cave area and forest school area
<b>VOCABULARY DEVELOPMENT</b>			
PROJECT SPECIFIC	Celebrations, Christmas, traditions, customs, belief, gifts (gold, frankincense, myrrh), wise men, Jesus, Joseph, Mary, Angel, shepherds, innkeepers, manger,	ONGOING <i>(word of the week, etc)</i>	Manners, rules, safety, feelings, friendship, compassion, respect, resilience, perseverance, strangers, scared, problem solving, responsibility, investigating, apology

	stable, animals (sheep, cattle, donkey), straw, carpenter, performance, rehearsal, audience, narrator	<b>ORACY OPPORTUNITY</b>	Singing new songs, narrating, role play, small world, turn taking, circle time discussions, asking and answering questions in small and larger groups
--	---	--------------------------	---

**EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS**

<b>Playing &amp; Exploring</b> <i>(children investigate and experience things, and “have a go”)</i>	<b>Active Learning</b> <i>(Children concentrate and keep on trying if they encounter difficulties and enjoy achievements)</i>	<b>Creating &amp; Thinking Critically</b> <i>(children have and develop their own ideas, make links between ideas and develop strategies for doing things)</i>
<ul style="list-style-type: none"> <li>• Make independent choices</li> <li>• Respond to new experiences that you bring to their attention</li> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> </ul>	<ul style="list-style-type: none"> <li>• Keep on trying when things are difficult</li> <li>• Begin to correct their mistakes themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Sort materials</li> <li>• Use pretend play to think beyond the “here and now” and understand another perspective.</li> </ul>

**KEY/PLANNED EVENTS**

Pre-Assessment Task: Mind map what do we already know about our feelings. Mind map on “should people’s feelings matter to me?”	Baseline assessments: RWI, teacher observations	Explore different scenarios and discuss how we would feel in the different situations, what would make you feel better if it was a negative feeling?	Jude Lennon author visit	Performing for family (how this will make our families feel, how do we feel before, and after)	Post Assessment Task: Mind map on should other people’s feelings matter to me?
--	--	--	--------------------------	--	---

**Favourite 5 Texts - Sycamore Autumn 1**

Text: Shhh! Vocab focus: Volume, tempo, surprise, giant	Text: The Gruffalo Vocab focus: woodland animals, descriptions, woods, rhyme	Text: Owl Babies Vocab focus: family, mummy, patience, hunting, nocturnal	Text: The Way Back Home Vocab focus: travel, explore, space, plane, spaceship, alien	Text: The Big Hungry Bear Vocab focus: Sharing, healthy eating, imagination
--	---	--	---	--

**Favourite 5 Texts - Willow Autumn 1**

Text: Whiffy Wilson The wolf who wouldn’t go to school Vocab focus: school words, routines of school, emotions, making friends	Text: Duck in the Truck Vocab focus: rhyming words, rhythm of story, perseverance, descriptive words	Text: Keith the cat with the magic hat Vocab focus: friendship, humour, feelings, compassion	Text: It could have been worse... Vocab focus: wild animals, sound vocabulary, perseverance	Text: A Chair for Baby Bear Vocab focus: descriptive vocabulary, story characters, taking responsibility for our actions
---	---	---	--	---

**Favourite 5 Texts – Elm Autumn 1**

Reception Autumn 2021-22

Text: The Longer the Wait the Bigger the Hug, patience, caring, understanding, friendship, separation anxiety	Text: Have you filled a bucket today? Vocab focus: positive behaviour, kindness, appreciation	Text: Invisible string Vocab focus: family, relationships, attachment	Text: The Family Book Vocab focus: similar, different types, family love, caring, relation-relationships	Text: Hands are not for hitting Vocab focus: roughness, anger, feelings, control, positive loving actions.
<b>Favourite 5 Texts – Sycamore Autumn 2</b>				
Text: Bossy Jonathan Fossy Vocab focus: Manners, PSE, friendship, school rules	Text: Big Red Bath Vocab focus: Home routines (bath), animals, imagination	Text: In With a Splash Vocab focus: confidence, new friends, trying new things	Text: The Christmas Story Vocab focus: Christmas, Angels, Mary, Joseph, Bethlehem, stable, manger, shepherds, gifts, star	Text: The Dinosaur that pooped Christmas Vocab focus: Santa, Christmas Tree, Dinosaur, gifts
<b>Favourite 5 Texts – Willow Autumn 2</b>				
Text: Room on the Broom Vocab focus: rhyming words, rhythm in text, friendship, compassion, responsibility-saving a friend from danger	Text: The Gruffalo’s Child Vocab focus: rhyming words, rhythm in text, descriptive words, forest animals, weather	Text: Stick Man Vocab focus: rhyming words, rhythm in text, seasons, higher level descriptive language: frolicking, drifting, weave...	Text: Mog’s Christmas Vocab focus: exploring emotions, Christmas traditions, friendship, compassion, perseverance	Text: Nativity Story Vocab focus: key figures from story, key events, sequencing, tradition, beliefs
<b>Favourite 5 Texts – Elm Autumn 2</b>				
Text: Harold and the Purple crayon Vocab focus: wonder, excitement, drawing, imagination, humour, surprise	Text: It’s ok to be different Vocab diversity, kindness, anti-bullying	Text: Giraffes Can’t Dance Vocab focus: different, similar, confidence, perseverance, self-esteem	Text: The Elves and the Shoemaker Vocab focus: Christmas gift, traditional, help, needs, kindness	Text: The Christmas Story Vocab focus: key figures, events, sequencing, giving, beliefs, unselfishness