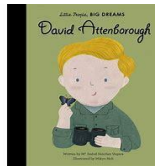


Autumn Curriculum - Home is Where the Heart is.

Reception - David Attenborough



Overview

This theme helps support children develop a sense of community as a class, as part of our school family and of their local area - Clayton.

Books



Key Vocabulary

home, house, family, friends, religion, culture, celebration, wood, soil, brick, mud, straw, concrete, town, village, house, building, design, make, join, past, present, old, new, timeline, chronological, environment, maps, investigate, evaluate, caravan, cottage, shed, bungalow, chimney, habitat, shack, boat, flats, detached, street

Communication and Language

- Follow one/two step instructions
- Engage in story and song times
- Listen carefully to adults
- Have a back and forth conversation with a well known friend/adult at school
- Make relevant comments on the characters in a story in a simple sentence with a small group
- Talk in front of a small group

Expressive Arts and Design

- Create collaboratively, share ideas, resources and skills - design and create art of living things using a range of materials and resources:
- 3D**
Using cardboard boxes, tubes, and other recycled items to make a simple castle/building and junk modelling structures.
- Safely use and explore a range of materials, tools and techniques,

Physical Development

- Develop fine motor skills by using a range of equipment such as playdough, pencils, pens, colouring pencils, paintbrushes
- Begin to mark make and write their own name
- To develop the tripod grip when using tools

Personal, Social and Emotional Development

- Build constructive and respectful relationships - holding back and forth conversations with peers and adults, sharing and taking turns, help, listen and support other children
- Express their feelings and consider the feelings of others such as expressing their feelings if they feel hurt, sad, upset using the correct vocabulary

<ul style="list-style-type: none"> • Participate in one to one discussions offering their own ideas (I think..) • Learn new vocabulary such as, homes, houses, brick, family, religion, past and present • Children bring photographs of own family and homes and discuss these in class • Engage in story times and join in with repeated phrases and actions • Ask relevant what/where questions • Verbally use conjunctions (and) 	<p>experiment with colour, design, texture, form and function - teaching different techniques for joining materials.</p> <p>Black and White Patterns and Mark-Making Making a simple pattern grid and drawing lines, dots, crosses, squiggles in different black and white media (pencil, crayon, chalk, graphite)</p> <p>Fairytale Buildings Drawing an imaginary building that would be in a fairytale.</p> <p>Exploring Warm and Cold Colours Creating a painting using warm colours and then another using cold colours.</p> <p>Collage Creating a basic collage, tearing up/cutting out pieces from mark-making sheets and painted colour sheets to make an imaginary building.</p> <p>Printing Different types of black and white mark, using a range of tools and found objects including natural objects, corks, sponges and forks.</p> <p>Develop storylines in their pretend play - Learn the Three Little Pigs story (story mapping) and showcase this to year 1</p> <p><u>Artists:</u> Hundertwasser Exploring his paintings and his buildings. What building would you create if you could? Laura Slater Leeds based textile print artist. Inspiration for mark-making.</p>	<ul style="list-style-type: none"> • Open and close scissors, make random cuts on paper and cut in a forward motion • Accurately draw lines and circles • Me and Myself: getting changed, behavioural expectations in the setting, my body, parts of the body, senses, on the move, can you.. • Movement and Development: How to move, how to move safely, exploring movements, moving in different ways, moving in different directions, moving at different speeds. 	<ul style="list-style-type: none"> • Think about the perspectives of others through story times and zones of regulation lessons • Participate in turn taking games with an adult • Stop play and conversation when asked by an adult • Independently put on own coat, wetsuit trousers and wellies • Wash hands after the toilet and before lunch • To learn the class rules • To have confidence to explore the different parts of the classroom • To play with one other child or a small group of children in the same activity • To make one friend in class • Seek support from adults when needed
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Understanding the World

- Comment on images and familiar situations in the past such as, nursery, pictures of themselves around the classroom from home
- Talk about their families
- Comment on changes of own lives
- Draw information from a simple map - go for a walk around school and map the areas around school, make maps of our classroom
- Find their own way around school
- Make basic observations about the local environment
- Explore the natural world around them - outdoor play and exploration, observing changes over time - leaves changing orange, what happens in autumn?
- Describe what they see, hear and feel whilst outside - autumn walk, cold weather (rain) crunchy leaves
- Discuss old fashioned home items
- Discuss and compare homes in different parts of UK/ the world
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now
- Know some similarities and differences between different religious and cultural communities in this country
- Recognise that children in our class have different beliefs

Trips / Visitors:

Walk around Clayton, guest speakers about different religions, visit different places of worship