

Topic - 6 week theme: Reception Different families around the world						
Talk for Writing text: Owl Babies Hook: Birdman visit (real owls)						
Talk through Stories: Owl Babies - <i>Martin Waddell</i> , My Monster and Me - <i>Nadiya Hussain</i> , Ravi's Roar - <i>Tom Percival</i>						
Core Books: A Great Big Cuddle – <i>Michael Rosen</i> , Grumpy Frog – <i>Ed Vere</i>						
Nursery Rhymes: Diddle Diddle Dumpling my son John, Finger Family, Two Little Dicky Birds, Three Blind Mice, Five Little Ducks, Five Little Speckled Frogs						
Key activities:						
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Ways the adult can facilitate						
<p>Singing nursery rhymes Knowing the names of classmates Identifying turns in a game Listening to favourite stories Sequencing stories</p> <p>Listening & Attention: Adults must ensure that children develop their concentration levels</p> <p>Play listening and attention games to promote following instructions</p> <p>Focus for a sustained period of time & listen to longer stories recalling what happened. Promote and model active listening skills (children need to have 'good listening skills' exemplified. They need visual representations of</p>	<p>Ring games Number games circle time parachute games Including others in games Playing fairly Separate from main carer Following simple instructions Cooperating with rules and boundaries</p> <p>Settling in, adapting to change, boundaries and behavioural expectations of the setting School rules & routines. What are rules for? Who do we go to for help? How do people help us? What do they do?</p> <p>Children becoming self-aware. Who is in your class? Describe and acknowledge children's feelings using words like</p>	<p>Naming body parts Knowing how to wash hands Knowing how to store equipment safely Attempting to cut using scissors Moulding playdough etc – patting, squeezing, pinching & rolling Being able to go to the toilet and to wash hands unaided</p> <p>Moving & Handling: To develop fine manipulative skills: patting, squeezing, pinching and rolling Suggested focus activities - Cooking opportunities to practise manipulative skills (making bread), threading, sewing, stirring, dressing and undressing dolls, Play-dough disco.</p>	<p>Mark making pictures of themselves Drawing and making pictures of their family Listening to stories with increasing recall Identifying their favourite part of a story Matching sounds to pictures e.g. animal lotto Making animal sounds Identifying sounds in words</p> <p>What's in the box, sound box, musical corners, voice sounds, wake up Mr Wolf!</p> <p>Phonics: Listening games- what makes that sound? Where is it coming from? Read, write, inc - pure sounds – graphemes, diagraphs and diagraphs Introduce key words: the, to, I, no, go etc</p>	<p>Counting objects and matching 1-1 correspondence Comparing objects by size, length, height Comparing groups by the number in the group & identifying which group has more/less or is biggest/smallest</p> <p>Early mathematical experiences match equal sets using one-to-one correspondence</p> <p>match unequal sets using one-to-one correspondence</p> <p>compare objects according to size. Draw children's attention to changes in amount/size in the Owl babies story</p>	<p>Talk about members of their immediate family and community</p> <p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families, identifying positive differences and similarities.</p>	<p>Explore different tools 3D models of different houses using blocks, junk modelling Exploring musical instruments</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow</p> <p>Play musical games e.g. musical statues</p> <p>Listen to music representing different places inc folk music from Britain – sea shanties. Accompany simple rhythms using percussive instruments to keep the beat, tap simple rhythms</p>

<p>'What makes a good listener.</p> <p>Speaking: Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts (this is a cross-curricular link) - Talking about families & friends – use of photographs from home to support dialogue</p> <p>Use a wider range of vocabulary: describing family relationships e.g. brother, sister, uncle, aunt, niece, nephew, parent, neighbour, friendly...</p> <p>Expand on children's phrases by adding language and/or new ideas e.g. 'I'm feeling a bit lonely. Do you think I could join you?</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why....', 'What might happen if....' E.g. Why do you think that the baby owl felt so afraid? Relate the story to personal experiences.</p> <p>Retell stories, partly through repetition and partly in their own words.</p> <p>Support children in communicating in complete sentences</p>	<p>happy, sad, frightened, angry, upset</p> <p>Understand how others are feeling and why they might be feeling that way e.g. Why does baby Owl feel frightened when the mother owl leaves?</p> <p>Use stories to think about the perspectives of others e.g. the feelings of the different Owls in Owl babies.</p> <p>Get to know each child and their families, likes & dislikes. Take time to highlight and share a child's interests in class.</p> <p>Making new friends, sharing, getting along with each other.</p> <p>Who's your friend and why? How do they make you feel? Organise some activities around friendship groups.</p> <p>Invite a visitor into the setting e.g. doctor, dentist, shopkeeper, waiter/ waitress parents from a range of occupations and talk about their roles</p> <p>Help children to develop problem solving skills by talking through how they, you or others resolved a problem or difficulty. Congratulate children when they are faced with</p>	<p>Once ready teach children the correct grip/posture for writing with a pencil, cutting with scissors, using a knife and fork.</p> <p>Free drawing/writing</p> <p>Large motor skills: To develop co-ordination, balance and to be able to avoid obstacles. Complete obstacle courses. Revise fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Ensure children develop core strength: reminders about posture, different sized chairs and tables</p> <p>Provide children with access to space outdoors with a range of surfaces and environments where they can push, pull & carry objects along, up & down as well as opportunities to stack, construct and climb large apparatus.</p> <p>Suggested focus activities - Chasing games/ring games – cat and mouse, what's the time Mr wolf, rolling & receiving games – balls, bean bags etc</p> <p>Develop movement sequences, including follow my leader, copying</p>	<p>Handwriting: Read write Inc, pencil control, lines/patterns, Pre-writing patterns, daily letter formation on sounds taught so far – using tramline paper, writing words using the sounds taught, planning for 'Child Initiated' activity within the setting, assessing pencil control</p> <p>Reading & writing: Read individual letters saying the sounds</p> <p>Fred talk CVC words e.g. h-a-t Sh-o-p</p> <p>Recognise in shared books letter groups which represent a single sound e.g. 'th', 'sh', 'ch', 'ee', 'or', 'igh'</p> <p>Share books with children Which are consistent with their phonic knowledge</p> <p>Support children to say complete sentences, saying them aloud and holding them in their heads before writing them down.</p> <p>Stories about school/community/family – non-fiction books about friendships and people who help us, labels, and captions. Going to school, First Day at school.</p>	<p>Matching activities such as matching shapes to silhouettes – organise some resource storage to encourage matching shapes to silhouettes e.g. tools</p> <p>Play matching card games such as snap & pairs including matching e.g. numbers of dots to symbols</p> <p>compare sets without counting</p> <p>order objects according to length or height order sets without counting</p> <p>Pattern and early number recognise, create and describe patterns describe and create patterns that are the same and different</p> <p>develop fast recognition of up to three objects without having to count them individually (subitise)</p> <p>recognise if a number of objects is the same or different (working with numbers 1, 2, 3, 4 & 5)</p> <p>Count objects to five and recognise that the last</p>	<p>Create books/displays about different families around the world (Dollar Street at gapminder.com https://www.gapminder.org/dollar-street is a great resource for this). Extend to displaying pictures of families from the past – families from the East End, the Royal family – Visit the Museum of Childhood</p> <p>Display photographs of people performing familiar roles (could include children's parents) e.g. shopkeeper, hairdresser, street cleaner, lorry driver, teacher, doctor, dentist, nurse, religious leaders, delivery driver etc and ensure that they reflect diversity and challenge stereotypes. Talk about the people, what they do, differences & similarities</p> <p>Can you explore your school environment? What can you see out of the window?</p> <p>Make collections of materials e.g. different shape/colour leaves & seeds, shells, twigs & bark, pebbles & rocks</p> <p>Observe with magnifying equipment. Take photographs and match objects to their picture</p>	<p>Develop home corner with resources to support family life/looking after one another, looking after a baby</p> <p>Provide materials to support imaginative play at different scales e.g. small world forests & homes using large cardboard panels/boxes...</p> <p>Draw/paint faces representing features & explore how emotions: sad, happy, frightened might be conveyed.</p> <p>Explore mixing paint to create different colours e.g. skin tone, eyes...</p> <p>How could you draw yourself? Painting self-portraits/portraits of friends.</p> <p>Develop storylines in pretend play</p> <p>Rhymes and music Using instruments Action rhymes</p> <p>Lay on the ground with eyes closed and listen to sounds then open eyes & match to sounds</p> <p>Play variations of 'squeak piggy squeak' & ring games where children are blindfolded and identify other children in the</p>
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<p>Begin to use connectives to connect ideas or actions e.g. "I'm feeling full up because I've just eaten my dinner".</p> <p>Share picture books daily & have a daily story time – focus on vocabulary which doesn't occur commonly in every day speech – extend dialogue on from stories/books relating to every day experiences/real life</p> <p>Practice songs & rhymes regularly</p> <p>Develop social talk e.g. "Good morning, how are you?"</p> <p>Small world play based on 'Owl Babies e.g. animals and their young' and/or other familiar stories</p> <p>Outdoor 'Owl Babies' themed area</p> <p>Speech and language strategies: Adults to use colourful semantic sign along visual timetables to be used. All adults to use visual keyrings Box clever strategies displayed Box clever groups to take place</p>	<p>a challenge/ difficulty/ mistake for trying again in another way and for resilience/ learning from mistakes.</p> <p>Help children to manage their own needs by insisting good hygiene e.g. washing hands before snack time and talking about good sleep routines using Owl babies as a stimulus.</p> <p>Jigsaw: Being Me in my World (see jigsaw plan)</p>	<p>type games developing greater control and fluency and which conclude in balance/ stillness.</p> <p>Health and self-care: Adults must ensure that are encouraging children to be independent Suggested focus activities - Recognising danger and seek support of significant adults for help Help children to recognise factors that support their health/well being:</p> <ul style="list-style-type: none"> ● Physical exercise ● Healthy eating ● Toothbrushing ● Managing 'screen time' ● Good sleep routines ● Being a safe pedestrian <p>Independence - can they put on hat, unzip zipper on jacket, and take their jacket?</p> <p>Personal hygiene – washing hands/toileting</p>		<p>number counted represents the total number in the group. Recognise the number of people in 'my family)</p> <p>Put objects into five frames and ten frames to build children's familiarity with the tens structure (egg box tens frames)</p> <p>recognise the numerals 1, 2, 3, 4 & 5 create representations for numbers 1, 2, 3, 4 & 5 –</p> <p>label pots with equipment e.g. 3 pencils, 2 pairs of scissors, 5 cars etc. Draw children's attention to this when tidying up, managing resources.</p> <p>Distribute items evenly e.g. pieces of fruit to children around the table</p> <p>Encourage children to find their own ways to record numbers of objects e.g. how many balls they threw into a hoop, jumps along a line etc.</p> <p>Explore a variety of visual models representing number</p> <p>Play hiding games with a 'number' of objects in a box/under a cloth e.g. We</p>	<p>Explore the natural world – plant daffodil bulbs – name familiar animals including birds</p> <p>Take/draw autumn pictures looking at the natural world outside</p> <p>Cooking and food preparation</p> <p>Display aerial photographs & maps (including oblique views) of the area. Identify the school, other landmarks inc Keir Hardie Recreation Ground places of worship, roads and railway inc stations, children's' homes</p> <p>Collect holiday photographs & postcards showing places that children have visited -</p> <p>Using Active Inspire software: Children learn how to use the program and use the tools Children to be able to draw pictures and write their name using the interactive board pen</p> <p>Gotcha Smile Sukkot- (Jewish festival) Diwali – (Hindu festival) Eid – (Muslim festival) Harvest Festival, what does it mean?</p>	<p>group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Clap/tap the pulse of songs/nursery rhymes – encourage children to hold a steady beat. Play movement games where sounds signal different kinds of movement e.g. march to a drum beat, creep to the sound of a maraca, jump to a xylophone (chime bars)</p> <p>Dressing up, role play. Drawing heroes/friends/people who help us. What uniform do they wear?</p>
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<p>adults to get down to the children's level when interacting with them being a model of good spoken language</p> <p>How do we listen? What questions can you ask your friends? Listening to stories, following instructions, listening to a friend.</p>				<p>started with seven cars in the box, I've taken two out in my hand. How many are left in the box?</p> <p>Show finger numbers up to five</p> <p>Build new shapes/patterns using high quality pattern blocks, tangrams etc</p>	<p>Outdoor provision: Painting easels, bikes, sand/water (equipment to fill, pour, empty, sink & float), musical instruments, construction, sensory play.</p> <p>Role play: home/familiar places (different representations e.g. flat, tent, café, shop</p>	
<p>What the provision can offer</p>						
<p>Mindfulness/Meditation Introduce Zones of Regulation Self portrait with different tools/media and materials ie. papier -mache to create their own face Globes, atlases, maps to locate where families originate Children Listen to music, and to learn songs and dances from around the world. Talk to children about special times they have spent with their family- children draw / paint a picture of it. Answer register in a different language each week Parents involvement- parents come in and make signs and read books in home languages Opportunities to create family trees and to compare families Books about different types of families LGBT</p>				<p>Helicopter stories Invent a story (Talk for Writing) 5 stories a day Listening and Attention games</p>		
<p>Festivals/focus days:</p>						
<p>Enrichment & parental engagement: Visit people who help us – fire fighter, plumber, Head teacher, office</p> <p>Stay and read together - RWI work shops - Reception parent meeting</p> <p>Calendar events:</p> <ul style="list-style-type: none"> ● Seed gathering season (23rd September – 22nd October 2021) ● Harvest festival (Sunday closest to the Harvest Moon which takes place around the autumn equinox – variable dates) ● Black History Month October 						
<p>Critical Thinking/Creativity activities:</p>						
<p>Who is the tallest/shortest/oldest/youngest? Has the tallest/shortest person got the longest/shortest arm? Can the person with the biggest hand hold the most multilink?</p> <p>Owl Babies - suggested Critical Thinking Activities: Team building exercises</p> <p>If You Build it...</p>						

This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows. Then, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound tower? Which team can build a tower the fastest?).

Minefield

Arrange some sort of obstacle course and divide students into teams. Students take turns navigating the “mine field” while blindfolded, with only their teammates to guide them. You can also require students to only use certain words or clues to make it challenging or content-area specific.

Save the Egg

This activity can get messy and may be suitable for older children who can follow safety guidelines when working with raw eggs. Teams must work together to find a way to “save” the egg (Humpty Dumpty for elementary school students?) — In this case an egg dropped from a specific height. That could involve finding the perfect soft landing, or creating a device that guides the egg safely to the ground. Let their creativity work here.

See: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking>

<https://globaldigitalcitizen.org/5-team-building-games-critical-thinking>

Skills: Problem-solving, creative collaboration