

All About Me / My Family KKO Reception Autumn 1

What our children may already know

Children's interests

To be filled in at the beginning of the topic.

Key Vocabulary

Family	A group of people that you are related to
Parents	The grown ups you tend to live with (varies from house to house, may not
Similar	Nearly the same (in one or more ways)
Different	Not the same (in one or more ways)
Respect	Treating people equally
Related	People in your family, included extended family
Equally	The same

Children to use vocabulary to describe how they feel.

Provision

- Pupils family photographs on display– pupils share their family photo with their peers and look at others photographs. Discuss similarities and differences between families.
- Selection of books (fiction and non-fiction) depicting various types of families including cultural diversity and feelings,
- Small world– dolls house including a variety of people
- Create their own picture of them selves using different materials
- Cut out images of toys, food, clothes, different places etc and discuss what they like and don't like.
- Junk Modelling– children make local things in our area.
- Pupils check in faces and face paddles to discuss their feelings.

Questions we want our children to be able to answer

Who is in your family? Pupils able to verbally articulate who is in their immediate family members. Start to describe family members and know some extended family members.

How is your family different/similar to your friends family?
What do you enjoy doing with your family?

Are all families the same? Why not? Can you share your home routines?
What routines are the same as school and what new routines have we learnt?

Subtopics

The Gingerbread Man -

What type of story character would I like to be?
What books do I enjoy?
What nursery rhymes do I enjoy?

Being special -

Where do we belong?

Adult Directed/Challenge Cards

- Draw your family and describe them to an adult (adult scribe pupils comments). Label the pictures.
- Self portrait (for display?)
- Local Walk observation (in school and surrounding area)
- Display— Map and share where the children live.
- Look at baby picture and a recent picture– discuss how they have changed.
- Use feeling face paddles.

Final Outcome

Children will create...

A family portrait and a drawing of where they live.

Children will be able to discuss their feelings.

PSED—New Beginnings

How do we show people they are welcome? Have you cleaned your teeth after snack?
Do you follow the class rules? Can you ask for help if you need it?
Have you made some new friends?
Can you discuss your feelings?

Key Milestones

- They can talk about their own immediate family members and some extended family members.
- They can discuss similarities and differences between different families.
- They can talk about where they live and their address
- They can explain how they travel to school and the journey they take.
- They can talk about different areas in school and the local environment.
- They can express how they are feeling using vocabulary linked to emotions e.g. happy, sad, confused, excited etc

Development Matters/Subject links

- ELG— Past and Present
Talk about the lives of the people around them and their roles in society
- ELG– People, Culture and communities (Geography)
Describe their immediate environment using knowledge from observations, discussions, stories, non fiction texts and maps.
- ELG—self regulation
Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly .