



# The Oratory R.C. Primary and Nursery School

**'Shine as to be a light to others'**



**Medium Term Planning**

**Year Reception**

**Autumn Term 2018**

Sparkling Start	Theme	Fabulous Finish
<p>Project launch will involve having a range of problems linked to the topic of 'People who help us.' Adults will role play a problem (involving nurses, firefighters, dentists, lollipop ladies, police, etc): "I have fallen and hurt my leg, what can I do, who can help me?" The children will share their knowledge and understanding, offering a solution.</p>	<p><b>People who help us</b></p> <p><b>Who helps us in our daily lives?</b></p>	<p>Children will showcase their learning by attending the local fire station and sharing their knowledge and understanding with their peers.</p>
<p><b>Big Ideas</b></p>	<p>As <b>READERS</b> we will be reading/listening to a range of fiction and non-fiction texts about 'People who help us'. We will also learn and join in with a number of songs, poems and rhymes relating to the roles of the helpers in our society. We will be taking part in daily phonic sessions reading words and captions. We will be taking part in weekly reciprocal reading sessions.</p>	<p>As <b>WRITERS</b> we will be writing, drawing and painting pictures and giving meaning to the marks that we make. We will use our phonic knowledge to begin to write words relating to the roles of the helpers in our society. We will be writing for a range of purposes- police wanted posters, labelling parts of the body, dentists' and doctors' health-giving leaflets, green cross code instructions, etc. We will be taking part in daily phonic sessions writing words and captions. We will be taking part in weekly reciprocal reading and writing sessions. We will also be practising our handwriting on a weekly basis.</p>
	<p>Through <b>Understanding of the World</b> we will be researching and discussing the roles of people who help us. What does a dentist do? Why is his/her job important? As an extension of this exploration, we will be encouraging children to reflect on how they can play an important "helping" role, in society, in their school, in their homes and in their classrooms. How can the children learn to help themselves, especially in terms of taking care of their health and safety (food and play safety)? We will also be inviting "real helpers" into our classroom, and learning how to ask questions to seek specific answers.</p>	<p>Through <b>Physical Development</b> we will have weekly sessions with Mr Morris to develop our throwing and catching skills. We will enjoy using the outdoor playing space safely and responsibly. We will start to explore the importance of taking care of our bodies, in terms of eating healthy food and taking exercise. We will discuss the importance of getting plenty of sleep, and the consequences to our working day if we are tired. We will also explore the importance of road safety. How do we cross the road safely?</p>
	<p>As <b>MATHEMATICIANS</b> we will be singing numbers songs linked to people who help us. We will be learning to recognise numbers up to 10 and beyond, and to order them accordingly (becoming familiar with the concept of a number line). We will be learning how to count (securely 1:1) the number of teeth in a mouth, calculating one more. We will also be learning how to match number and amount, again using the theme of teeth. We will look at the world around us and explore the 2D shapes we see. Finally, we will start to explore the concept of weight, relating to the</p>	<p>Through <b>Expressive Arts and Design</b> we will be telling stories through imaginative expression and role-play about the people who help us. We will be learning how to capture simple representations of people, places and things (drawing and painting the key "helper" roles, and their respective vehicles). We will be making simple stick and finger puppets of the "helpers", and then creating our own stories of their roles. We will also be creating the vehicles "helpers" drive through the use of junk modelling materials.</p>

	task of checking the weight of babies, and using the language of measurement.			
	As <b>THEOLOGIANS</b> we will be learning about the creation story. We will learn that God created the world. We will be recalling parts of the story of creation using pictures and captions. We will be recognising gifts they have which are God given. We will be learning that the creation story comes from the Bible which is God’s book. We will also discuss how Jesus helped others less fortunate than himself in the parables.	Through <b>PSED</b> we will be able to select activities and resources and ask for help if and when required. When we have visitors to the Unit, we will have the confidence to ask questions as well as sharing our own knowledge and understanding. We will also attempt to play in a group, extending and elaborating play ideas (including a range of role-play relating to the topic theme). Vitally, we will share our own personal experiences of meeting people who help us, beyond the school gates.		
<b>Further Opportunities</b>	<b>Communication:</b>	<b>Continuous provision-</b> we will be encouraged to listen and discuss the different roles of the people who help us on an everyday basis. Can we listen to, and remember the key phrases these people use? Think about key, specialist vocabulary, linked to each role.		
	<b>Readers:</b>	<b>Continuous provision-</b> we will use a wide range of texts, including non-fiction and sources of evidence to find out about “people who help us”. We will use the internet and books to find about the roles of helpers.		
	<b>Writers:</b>	<b>Continuous provision-</b> we will explain our understanding of the people who help us in the community by drawing and labelling the key figures. We will also be pretending to be those key helpers: police writing notes, nurses writing prescriptions, dentists counting teeth, making lollipops telling the cars to “Stop”, etc!		
	<b>Mathematicians:</b>	<b>Continuous provision-</b> we will use our knowledge of counting and number to identify different amounts of teeth, as well as ordering numbers (in the form of police cars, etc).		
<b>Oratory Curriculum Drivers</b>	<b>In our Spiritual and Moral Development</b>	<b>Through Enquiry</b>	<b>Through Emotional Awareness</b>	<b>Through Community / Diversity</b>
	We will: learn about the Creation Story and what God has made. We will focus on our Gospel Value of Prayer.	We will: explore and ask questions about how people help us, and how we can learn to help ourselves (and others).	We will: Learn to accept the needs of others and understand that we need to take turns and share the resources. We will remember that we must be kind and know that some of our actions may upset or hurt the feelings of others.	We will learn that we can all be helpers, irrespective of gender/ethnicity/economic prosperity, etc.
<b>Characteristics of Effective Learning</b>	<b>Active Learning-Motivation!</b>	<b>Playing and Exploring-Engagement!</b>		<b>Creating and Thinking Critically Thinking!</b>
	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• I will maintain focus on my activity for a period of time</li> <li>• I will show high levels of energy, fascination</li> <li>• I will not be easily distracted</li> <li>• I will pay attention to details</li> </ul>	<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• I can show curiosity about objects, events and people</li> <li>• I can use senses to explore the world around them</li> <li>• I can engage in open-ended activity</li> <li>• I can show particular interests</li> </ul>		<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• I can think of my own ideas</li> <li>• I can find ways to solve problems</li> <li>• I can find new ways to do things</li> </ul>