

EYFS

Term 1 Topic: Superheroes

Linked to ourselves, people who help us

Friendship

Belonging

Identify

Respect

Reception intended learning:

- To settle into Reception and build relationships with adults and children
- To know adult and friend's names and use them appropriately
- To understand routines and simple boundaries including looking after our resources
- To understand the roles of different professionals and how they can help us stay safe and healthy
- To begin to understand how we can help ourselves to stay safe and healthy

Key Vocabulary

- **Family**
- **Body**
- **Professionals** – Names of professionals, equipment used, locations of these professionals etc.
- **Feelings/emotions**
- **Gender terms** – Using he/she/his/her/him correctly in conversations
- **Senses** (including descriptive vocabulary linked to describing objects using senses)

Key questions:

- What do I like to do at School? (linked to display)
- Where do we live?
- Who do I live with?
- Who is in my family?
- What are my family origins?
- How do we look after ourselves and others?
- How have I changed since birth?
- What can I do now compared to when I was a baby?
- What would I like to do in the future?
- What do the parts of our body do?
- How can our bodies move?
- How can we look after our bodies?
- Can we all do the same things?
- Do we all find the same things easy/hard?
- How are we similar and different?
- What do you like? (music, food etc)
- What is the role of ... (professional)?
- How do ... (professional) help us?
- What makes a good friend?

Core texts

- Here we are
- A superhero like you
- I'm afraid your teddy has been in trouble today (linked to police)

Other Texts (recapping from previously taught themes)

- Non-Fiction books linked to different professionals
- Body books / songs
- Feelings book / songs
- Oliver's fruit salad
- Oliver's vegetables
- The growing story
- Nick Butterworth series
- Families
- Unsmile
- Alan's smile
- Selfish crocodile
- Stickman
- The large family stories (linked to family)
- Blow your nose big bad wolf / give us a smile Cinderella

Literacy / CL

- Listening games involving the sense of listening
- Talking about past/present events
- Retelling events in the correct order and so I can be understood
- Being confident to speak to others within small groups / whole class
- Listening to others
- Map making
- Solve a crime: Treasure hunt to solve a police crime

Cultural Capital and Enrichment activities

- Visits from different professionals – Doctors, Nurses, Police, Fire Fighters, people in community (could see if parents could come in to discuss these roles)
- Exploring our favourite snacks / fruit / toast topping – make these for snack/fruit salad
- Harvest baking i.e. apple cakes, bread
- Harvest come and play sessions
- Planting in our gardens

Key people of focus

- Different professionals – doctors, nurses, dentists, opticians, police etc.

PSED

- Involve parents / give information to parents regarding these professionals – encouraging parents to take their children to dentists, opticians etc.
- Healthy lunchboxes – link to talking to parents and giving them information
- Learning school routines, rules, expectations
- Understanding own emotions – introduce Mood Monsters
- Keeping ourselves safe (linked to professionals) including who we can talk to at home/school/when out and about (road safety)
- Exploring who we can talk to (in school, home and in community) Link to stranger danger
- How to look after ourselves linked to hygiene, washing hands, toileting, oral health, healthy lifestyles, handwashing, eating, PANTS
- Introduce CoETL – thinking about things we find hard, what we are good at and things we want to get better at

PD

- What can my body do? Exploring different movements etc.
- Body songs / action songs
- Effects of exercise on our bodies (outside-hot, tired, thirsty, sweaty as well as inside-heart beating faster etc.)
- Chopping fruit
- Peeling

Please see 'PE planning' for further details

Maths

- Graphs linked to favourite things such as favourite fruit, making comparisons

Maths will be taught discreetly. Please see separate planning and the progression of skills document for further details

UW

- Exploring our school grounds / class environment (talking about places we visit such as the hall for PE and the canteen for lunch)
- Talking about who we are, exploring what we look like and making comparisons with others (similarities and differences)
- Talking about our families included extended family members – sharing photos of our family
- Explore the origins of our families and locate on map, share how we say 'hello'/'good morning' in home language
- Exploring how we have changed over time – from babies to now. What can we do now that we couldn't do before?
- Exploring how we will change in the future – what are we looking forward to doing when we are older? What job would you like to do when you are older?
- Exploring where we live, looking at maps etc.
- Talking about our route to school – what do you see? Invite children to take photos on way to/from school. Link to making maps.
- Understanding roles of different professionals. What is their role and how can they help us?
- Human body – parts of the body, how our bodies

EAD

- Self-portraits – spending time looking in mirror, language associated with colours (blond) using colours for a purpose, added features and detail to artwork
- Observational drawing linked to fruit/Harvest
- Musical instruments – Exploring how we can change the sound instruments make? loud/quiet/soft/hard etc
- Autumn / Harvest songs
- Singing familiar/favourite songs/rhymes
- Body songs / action songs / firefighter song
- Simon says linked to body parts
- Sharing favourite music

Role-Play:

- Hospital / Doctor surgery
- Dentists



work, what our bodies need to stay alive and healthy. What it looks like on the inside and out.

- Exploring our senses
- Harvest – favourite foods, where does our food come from?



Key events / Celebrations:

- Harvest
- Eid
- Sukkot
- Jeans for genes
- Macmillan
- Global handwashing day

Some dates/events may change