



Girton Glebe Primary School Unit of Inquiry

Ash Class (Reception) – Autumn 1

<h2>Who We Are</h2>	<p>Central Idea:</p> <p>People have different interests, feelings, and needs that help them connect with others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into who families and how people are similar or different to each other (form) An inquiry into how people have change and will change. (change) An inquiry into what emotions are and what different emotions feel like (causation) 	
<p><u>Characteristics of Effective Learning</u></p> <p>This is one part of the Curriculum which supports all the others. Through the year we will focus on supporting your child to embed and develop their Characteristics of Effective Learning. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> Playing and exploring - Children investigate and experience things and 'have a go'. Active learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	<p><u>Physical Development (including P.E.)</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> P.E. Fundamentals Unit- balance, run, jump, hop, change direction Investigate and manipulate balancing, climbing and movement possibilities in our outside area. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Access to lots of hand strengthening activities including playdoh, plasticene and clay. Understand how to hold and use a range of tools including scissors, paintbrushes, tweezers, pens and pencil 	<p><u>Personal Social and Emotional Development</u></p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Begin to recognise and express their feelings. Understand, name and describe different feelings. <p>Managing Self</p> <ul style="list-style-type: none"> Understand that rules need to be followed and the importance of looking after our resources. Begin to build understanding of perseverance. <p>Building Relationships</p> <ul style="list-style-type: none"> Build positive relationships with and play alongside and with others. <p>JIGSAW: BEING ME IN MY WORLD</p>
	<p><u>Communication and Language</u></p> <p>Listening Attention and Understanding</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p>Understand simple questions.</p> <p>Understand and follow instructions.</p> <p>Speaking</p> <p>Use Short sentences. Use talk to organize play. Learn different ways to start talking to their peers</p>	



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Key Concepts:	Key Vocabulary				Approaches to Learning:
	family	friends	Mum/mother	Dad/father	
	like	favourite	younger	older	
	siblings	baby	toddler	grow	
	emotions	sad	happy	frustrated	
	angry	excited	worried	calm	
<p>Line of Inquiry: An inquiry into who families and how people are similar or different to each other (form)</p> <p>In this Line of Inquiry, we will cover the following :</p> <p>Speaking and Listening Attention and Understanding:</p> <ul style="list-style-type: none"> Listen carefully to stories and other childrens' descriptions of their summers. Talk about themselves. Talk about what they have been doing over the summer using the past tense. Talk about what other children did in the summer. Make links to their own experiences. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Know how to draw a face Know how to use a paintbrush, chalk and crayons To explore a range of media <p>People Cultures and community</p> <ul style="list-style-type: none"> Describe myself and my family. Where in the world are they? 					<p>Line of Inquiry: An inquiry into how people have change and will change. (change)</p> <p>In this Line of Inquiry, we will cover the following :</p> <p>Past and Present</p> <ul style="list-style-type: none"> How have I changed since I was a baby? What can I do now that I couldn't before. What might I be able to do as I grow up? <p>The Natural World</p> <ul style="list-style-type: none"> Notice and explain changes that happen as you grow up. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Know how to draw a person Know how to use a paintbrush, chalk and crayons To explore a range of media
<p>Line of Inquiry: An inquiry into why humans behave the way they do. (causation)</p> <p>In this Line of Inquiry, we will cover the following :</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Learn and use new vocabulary connected to feelings. <p>Self-Regulation</p> <ul style="list-style-type: none"> Begin to recognise and express their feelings. Understand, name and describe different feelings. Explain how people might feel in different situations. 					



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<u>Understanding the World</u>	<u>Literacy Comprehension</u>	<u>Maths</u>
<p><u>The Natural World</u></p> <ul style="list-style-type: none"> Caring for animals and plants in our outside area Notice changes as Summer turns to Autumn <p><u>Forest School-</u></p> <ul style="list-style-type: none"> Investigate and describe the forest in Autumn <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Use a variety of new tools to shape and assemble resources <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Learn new nursery rhymes and reinforce knowledge of those already known. Help create whole class alternatives. 	<p>This half term children will focus on the following skills:</p> <ul style="list-style-type: none"> Understanding that print has meaning. Knowing how to take care of books (turning page carefully, holding the right way up) Beginning to engage in conversations about stories. <p>We will engage with a number of stories including:</p> <div data-bbox="833 603 945 730"> </div> <div data-bbox="1008 603 1160 737"> </div> <div data-bbox="1214 596 1339 737"> </div> <p><u>Word Reading – ELS Phonics (Phase 2)</u></p> <ul style="list-style-type: none"> Recognise graphemes and know their corresponding phoneme. Begin to orally blend CVC words. Begin to recognise Harder to Read and Spell words (HRSW) <p><i>s a t p i n m d g o c k c k e u r ss. h b f f l l</i></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> Adult scribing. Promote tripod grip Give meanings to marks made and label characters and images with initial sounds. Begin to form letters correctly. Begin to orally segment a word in order to write it. 	<p>We will starting by working on the foundations necessary to be really confident and competent in number work</p> <p><u>Number</u></p> <ul style="list-style-type: none"> Subitising (knowing how many without counting) within 3 Focus on counting skills Explore how all numbers are made of 1s, Composition of 3 and 4. Subitising objects and sounds <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Comparison of sets-“just by looking” Copy, continue and create repeating shape and colour patterns. <p><u>Shape Space and Measure</u></p> <ul style="list-style-type: none"> Investigate circles and triangles and begin to understand how to compare height length, mass and capacity Explore simple patterns Copy and continue simple patterns Create simple patterns.
<p><u>Class Notices</u></p> <ul style="list-style-type: none"> Tuesday- Forest School Friday - P.E. 		