



Medium Term Plan: Me and My Community



KEY QUESTIONS – what do you enjoy doing most in school?
 What do you do to be respectful?
 Have you made new friends?
 Who helps you in school? How do you stay safe?

Key Themes:

school	emotions	community	friendships	occupations
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Why has this EYFS project been chosen for pupils at Applegarth Primary School?
 This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.

Which aspects of the EYFS Framework and Development Matters will the project focus on?	Maths	Number; Numerical patterns
	PD	Gross motor skills; Fine motor skills
	PSED	Self-regulation; Managing self; Building relationships
	World	Past and present; People, culture and communities; The natural world
	Exp A&D	Creating with materials; Being imaginative and expressive
	CL	Listening, attention and understanding; Speaking
	Literacy	Comprehension; Word reading; Writing

What specifically do we want the children to know/be able to do, understand and be able to do by the end of this unit?

Communication and Language
 Saying words and sounds clearly makes it easier for other people to understand you.
 Some sounds need practice to pronounce them correctly, such as 'r', 'j', 'th', 'ch' and 'sh'.
 Looking at the person who is speaking makes it easier to listen to them.
 There are different ways to start a conversation, such as sharing your thoughts or ideas with others.
 Hearing your name can mean that important information will follow.
 Questions help you find information, such as 'What time is it?'

Physical Development
 Holding a pen or pencil in a comfortable way helps us learn how to write and draw.
 Most people write with the same hand all the time.
 Letters are used in writing.
 Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction.

PSED
 Other children might want to play the same game or use the same resources. It is important to be friendly and share with others.
 Looking at the person who is speaking makes it easier to listen to them.

There are different ways to start a conversation, such as sharing your thoughts or ideas with others.
Conversations can be continued in many ways, such as by adding to what has been said, asking or answering a question.
Hearing your name can mean that important information will follow.
Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them.
Everyone is different and special.
There might be things that make them similar or different to others, including their appearance or things they like to do.
There are lots of special people in their lives, including family and friends.
All families are special and unique.
Change happens to everyone.

Literacy

There are things that some stories have in common, such as similar characters, plots and settings.
A character is a person, animal or thing that speaks or does something in a story.
A plot is what happens in a story.
A setting is a place where things happen in a story.
Stories have an order, including a beginning, middle and end.
A rhyme is a word that has the same last sound as another word.
Rhythm is a regular pattern of sounds.
Rhymes can be sung.
Books contain a front cover, pages and a back cover.
A book's front cover states the title and author.
The title is the name of the book.
The author is the name of the person who wrote the book.
Most books have page numbers at the bottom.
Readers read the text in a book in order by turning the pages one at a time.

Maths

Items can have different heights, lengths and weights. Containers hold different amounts.
Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment.
Numbers to five can be made in different ways, but the total is the same each time.
Three objects can be moved around but the total is always three.
The last number reached when counting, tells you how many there are in total.
Positional language includes in, under, inside, behind, and on top.

The World

We should care for the environment. For example, rubbish needs to be put in the bin.
When buttons on technological toys are pushed, they will behave in different ways.

Expressive Art and Design

The primary colours are red, yellow and blue.
Stories can be retold using simple words and props.
A story is an account of something that happened that can be true or made up.
A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.
Paper and fabric can be cut and torn and joined together using glue.

EYFS Framework		Prior Learning	Subsequent Learning
Maths	Number; Numerical patterns		<u>Reception</u> <u>Me and My Community</u> Children delve deeper into learning about the environments that they share with others, including their homes, school and places in the local community. Children also learn about buildings, structures and materials and gives them the opportunity to work in groups to create collaborative structures. <u>Jigsaw</u> <u>Being In My World –</u> Learning about themselves and others.
PD	Gross motor skills; Fine motor skills		
PSED	Self-regulation; Managing self; Building relationships		
World	Past and present; People, culture and communities; The natural world		
Exp A&D	Creating with materials; Being imaginative and expressive		
CL	Listening, attention and understanding; Speaking		
Literacy	Comprehension; Word reading; Writing		
Memorable experience	Visit to the library		
Vocabulary to be revisited		Vocabulary to be newly acquired	
		family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin, friend, kind, helpful, listen, share, rules, instructions, choice, doctor, nurse, police, fire service, emergency, community, paramedic, ambulance	
Significant people		Significant events	
Mum or dad, carers and grandparents teachers and school staff police firefighters doctors and nurses Reverend Claire Amelia Earheart		Harvest	
Cultural capital		Local context links	
Visit to church Autumn walk			
Recommended reads			
The Colour Monster Five Minutes Peace Once There Were Giants Lost and Found			

Teaching and Learning Sequence

Introductory Knowledge	Explain to the children that they will go on a journey to explore the school and school grounds. Invite them to discuss the places they will see on their journey and the people they will meet. Plan a route together that takes you to visit all the classes, offices and outdoor areas at school. Introduce the children to the adults who help at school. Encourage the children to talk about the areas in school and their uses. Provide cameras or tablets for them to take photographs of the places they visit.
SEND*	Each teacher will carefully consider the individual needs of their SEND pupils when planning and preparing lessons. SEND resources will be acknowledged with a *

Pedagogical Stage	How will this be taught? What provision will be needed?		Key vocabulary	How will learning be recorded?	What resources are needed?
WEEKS 1 & 2	Our School Community Listening, attention and understanding Speaking Building relationships LO: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Look at pictures or little books containing pictures of the Nursery learning environment with the children and encourage them to talk about activities or areas that they like to visit and activities that they like to do. <ul style="list-style-type: none"> • Which activities do you like best at Nursery? • Who do you like to play with? • Is there anything you don't like to do? • Encourage the children to talk about resources they like to play with at home and at Nursery. 	Resources Learning	Seesaw evidences individual and group learning development. A floor book can also capture whole class learning to remind the children of their experiences.	Snap cards
	Marvellous Me! Speaking LO: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	Invite the children to bring in photographs of themselves, their family and their pets to share with the other children in the group. Encourage the children to talk about their photographs and the people in the pictures. Support the children to compare their photographs with the other children in the group. <ul style="list-style-type: none"> • Who is in your family? • Do you have any pets? • Do you have any brothers or sisters? • How old are you? 	Family Home roles		
	Find a Friend Listening, attention and understanding Self-regulation LO: Start and continue a conversation with a friend for many turns.	Print pictures of each of the children's faces and display for the children to observe. Invite the children to point out, describe and talk about their friends. <ul style="list-style-type: none"> • Can you point to the pictures of your friends? • Support the children to describe their friends and friendships. 	Friendship Features		

	Games Building relationships Managing self LO: Demonstrate friendly behaviour towards others and play with one or more other children.	Provide a selection of cards for playing Snap! and teach the children how to play. Talk about the rules of the game and how they need to wait their turn before playing a card.	Turn taking Rules			
WEEK 3 & 4 ME AND MY FAMILY	Giants Understanding the world (Breadth) Creating with materials LO: Say how they have changed over time.	Share the story <i>Once There Were Giants</i> by Martin Waddell. Talk about how the little girl grows up during the story. Encourage the children to talk about how they have changed since they were a baby. Talk about the characters in the stories and how they change. Who are the family member that live in the house together? Who lives in your house? Who is in your family? Provide baby dolls, bottles, baby clothes, nappies, pushchairs and cots for the children to explore.		Seesaw evidences individual and group learning development. A floor book can also capture whole class learning to remind the children of their experiences.	<i>Once There Were Giants</i> by Martin Waddell <ul style="list-style-type: none"> • Baby dolls • Nappies • Baby clothes • Baby bottles • Pushchairs • Highchairs • Cots • Baby bath 	
	Match It Expressive arts and design (Breadth) LO: Listen with increased attention to sounds.	Record a variety of familiar sounds to play to the children. Can they identify the sounds? Note: The sounds could be recorded on a tablet or sound buttons. Sounds could include footsteps, dog barking, baby crying, keys jangling, kettle boiling, running water, phone ringing and typing on a keyboard.	Recognise sounds Record			
	Someone Special Building relationships LO: Talk about the special people in their lives and why they are important.	Read the stories, <i>My Mum</i> by Anthony Browne and <i>Superhero Dad</i> by Timothy Knapman to stimulate conversations about people who help the children at home. Allow the children time to share their experiences and routines and compare them to each other. Offer drawing and mark making materials for the children to respond to the stories and conversation. <ul style="list-style-type: none"> • Who helps you at home? • How do they help you? • Who puts you to bed at night? • What makes your mum and dad special? • Do you do anything to help your parents at home? • What jobs do your parents do every day at home? 	Special people Unique			<i>My Mum</i> by Anthony Browne and <i>Superhero Dad</i> by Timothy Knapman
Week 5 & 6 LET'S BE FRIENDS	Lost and Found Comprehension	Read the story <i>Lost and Found</i> by Oliver Jeffers. Talk about the characters in the story and how they feel. Discuss what a friend is and how they can be good friends.	Characters Feelings	Seesaw evidences individual and	Lost and Found by Oliver Jeffers	

	<p>LO: Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p>	<ul style="list-style-type: none"> • How do you think the penguin felt? • Why might the penguin be sad? • What would you say to the penguin? • How can you be a good friend? 		<p>group learning development.</p> <p>A floor book can also capture whole class learning to remind the children of their experiences.</p>	
	<p>Tidy Team Understanding the world LO: Show care for living things and the environment.</p>	<p>Display pictures of untidy resources and ask, 'What's wrong in this picture?' Talk about why we tidy up at Nursery and why it is important to keep things clean. Explain that tidying means picking up items and putting them back in the correct place. Extend the activity by encouraging the children to talk about how they help at home.</p> <ul style="list-style-type: none"> • Give specific jobs and instructions for the children to follow. • During tidy up time choose a secret item that needs to be tidied away. When the children have finished, reveal the secret item and who tidied it up. • 	<p>Care Clean</p>		<p>Provide big sweeping brushes, cleaning cloths, squirty bottles, buckets of soapy water and fluffy dusters for outside cleaning fun.</p> <p>Pictures of untidy resources</p> <p>Practical resources</p>
	<p>Same and Different Listening, attention and understanding Speaking Self-regulation Building relationships LO: Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.</p>	<p>Display pictures of the children's eyes and smiles for them to match to their friends faces. Provide mirrors for the children to look at their faces and talk about their features. Encourage the children to talk about how they are similar to and different from their friends. For challenge, add hoops and counting equipment to support with sorting and counting.</p>	<p>Eyes Smile Match</p>		<p>Pictures of children's smiles and eyes Hoops and counting equipment Mirrors</p>
	<p>Friendship Rainbow Exp A&D - Creating with materials LO: Explore colour and application of paint using a range of different tools.</p>	<p>Provide a large piece of paper for communal painting. Squeeze ready-mixed paint in red, yellow and blue in different areas of the paper. Provide the children with cars, paint rollers and brushes. Encourage the children to make marks in the paint and talk about what happens as the paints mix.</p> <p><i>What will happen when these colours mix?</i> <i>Do you think we could make a green colour?</i> <i>What happens when you mix red and yellow?</i></p>	<p>Ready mixed-paint Brushes Rollers Mix</p>		<p>Large sheets of paper Brushes Paint rollers Cars Ready-mixed paint in red, yellow and blue</p>
<p>WEEK 7 & 8 PEOPLE WHO HELP US</p>	<p>Community Helpers Past and present</p>	<p>Provide pictures of people who help us and watch the People who help us video or the Key workers video. Discuss the roles of people who help us with the children.</p> <ul style="list-style-type: none"> • How do firefighters help us? 	<p>Police service Ambulance service Fire service</p>	<p>Seesaw evidences individual and</p>	

		<ul style="list-style-type: none"> • What do paramedics do to help us? • Why are the police important? • How do the police travel from place to place? • Do you know anyone who works as a key worker? What job do they do? 	Emergency call Rescue Safe Danger Laws Rules Accident Paramedic	group learning development. A floor book can also capture whole class learning to remind the children of their experiences.	
	<p>Who's Who? Past and present LO: Show an interest in different occupations and the lives of familiar people.</p> <p>Detectives Listening, attention and understanding Speaking Building relationships LO: Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.</p>	<p>Ask for parents to send in photos of themselves dressed in their work outfits and uniforms. If possible invite parents in to school to talk to the children about their jobs. Talk together about the different jobs that people do and create a display of the photographs.</p> <ul style="list-style-type: none"> • Do you know what job your parents do? • Do they wear a uniform or special clothes to work? • Do they have to travel to work or do they work at home? <p>Invite the children to record a simple phrase into a dictaphone or Talking Button. Play the messages back to the children in the group and see if they can guess who is talking. Encourage the children to listen carefully as the messages are played.</p>	Job Uniform Role play Dictaphone Record Play		Dictaphone Talking Buttons
	<p>Circles and Spirals Fine motor skills Writing LO: Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils.</p>	Provide the group with a large roll of paper on the floor and chunky pens. Play music and encourage the children to mark make together to the music.			Large roll of paper Chunky pens Music
Week 7 Helping Hands	<p>Helping Hands During small group, class and 1:1 discussion, ask questions to understand what has been said.</p>	Make a slide show of the children throughout the project. They might include pictures of the children trying new activities, being helpful or being kind friends. Encourage the children to discuss the activities that they have enjoyed and talk about the			

		<p>new friends they have made. Where appropriate, talk about how the children have developed their behaviour and attitude to learning from the start of term. Encourage the children to talk about the different communities that they belong to, including their family, class, school and wider community.</p>			
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- Which activities did you enjoy the most?
- Who are your friends?
- What make them good friends?
- How have you been kind and helpful?
- What things have you become better at?
- What do you enjoy most about school?