




Early Learning Goal	Characteristics of Effective Learning	West Meadows Primary School All about me / Real life Superheroes F2 (Reception)
<p>Understanding the World – Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Talk about the lives of the people around them and their roles in society; - <p>Communication and Language</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Showing curiosity about objects Using senses to explore the world around them <p>Active Learning</p> <ul style="list-style-type: none"> Showing high levels of energy and fascination Paying attention to details Persisting when challenged occur Showing a belief that more effort or a different approach will pay off <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Thinking of ideas Making predictions Testing their ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going 	<p><u>Our school and my route to school</u> Know where I live, name of street and door number Know what I see on my way to school and able to talk about it Know some directional language when talking about my route to school including left, right, forwards, straight, backwards</p> <p><u>My past, present, future</u> Know who my family members are from the past and present and be able to talk about them by looking at photographs Know that the future is time to come Know about past and present events in their own lives and the lives of family members</p> <p><u>Families - parents, grandparents and beyond</u> Know about members of their family in regard to brother, sister, son, daughter, father (dad/daddy), mother (mum/mummy), grandmother (grandma), grandfather (grandad), aunt (auntie), uncle, cousin, niece and nephew Know who their parents are and be able to talk about them Know who their grandparents are and are able to talk about them Know about the similarities they have between them and their friends in relation to religion, family, appearance, communities, traditions and interests and are able to talk about them confidently Know about how they are different to their friends in relation to religion, family, appearance, communities, traditions and interests and are able to talk about them confidently</p> <p><u>All about me</u> Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin. Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth.</p>

	<ul style="list-style-type: none"> • Changing strategy as needed • Reviewing how well the approach worked 	<p>Know the following internal organs - brain (where we think), lungs (fill up with air when we breath), heart (pumps blood around our bodies). Know that blood flows around our bodies. When we cut our skin blood may come out but it soon stops as the blood becomes sticky and then stops other blood from escaping. Know the five senses - touch, taste, smell, sight, hearing. Know that senses are the way we learn about the world. Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind. Know that they might be born this way or that this might happen as a result of being injured in some way.</p> <p><u>Real Life Superheroes</u> Know the people in the community who help us and what their jobs are. Understand the importance of oral hygiene and going to the dentist. Know dentists help us keep our teeth healthy and that we need to brush them twice a day. Practice tooth brushing. Ask questions about people's jobs who help us. Interview real life superheroes from our community including parents of children in class. Find out about their jobs; who they help, how and why.</p>
	<p>Experiences and Diversity</p>	<p>Visitors in to school Parents share family experiences All, families are different and special</p>


Continuous Provision Opportunities



- Creative area – self portraits / emotions
- Playdough area – birthday candles / bun cases /
- Construction – buildings from local area on bricks
- Home corner – range of resources to support home learning and communication
- Investigation – giant teeth . tooth brushing
- Maths – birthday cards to 5 / the button box
- Small world – dolls house / fire station
- **Outdoors – mud kitchen**

Direct Teaching of Vocabulary – All about me

	 Anchor words	(not too easy, not too hard, just right)  Goldilocks words	 Step on words
nouns	Mum, dad, brother, sister, grandparents (step)	head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin	Skeleton, heart, brain, lungs
verbs	Run, jump, hop, skip, crawl	Touch, taste, sight, hear, smell	Breathe, pump, flows
adjectives	Happy, sad	Angry, worried, excited, surprised	Embarrassed, pleased, calm

Direct Teaching of Vocabulary – Real life Superheroes

	 Anchor words	(not too easy, not too hard, just right)	
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		 Goldilocks words	 Step on words
nouns	Family, teacher, doctor, dentist police officer	Superhero, school, Hoyland	Barnsley, station, map, equipment,
verbs	Help,	Job,	Protect,
adjectives	Hard, easy,	Safe, dangerous	Rewarding, incredible

