



## Places: Home, School and Eddington

Reception | Autumn 2

CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | COMMUNICATION AND LANGUAGE | PSED

### ENQUIRY

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Where do I live and what is special about my local area?

What are similarities and differences between my home and other peoples'?

What other places around the world are special to me and my family?

Why is district our called Eddington? What can we learn from the street names on Eddington?

### OUTCOMES

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Throughout our project we will make use of the local area and celebrate everything that is special about our school and Eddington and our local area. Who are the people who make our community special and how do they help us?

### VOCABULARY

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home

village, town, city, country

England, The United Kingdom

Land, ocean

Map

Doctor, nurse, dentist, police, fire brigade

### KEY TEXTS

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- [In Every House on Every Street](#)
- [Home- Carson Ellis](#)
- A World of Cities
- All Through The Night: People who work while we sleep
- The Street Beneath My Feet

### BACKGROUND KNOWLEDGE

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Local knowledge (Human and man features)

### RESOURCES

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Local maps, visits from local people who help us, information about Eddington

PRIME AREAS

Communication and Language	Listening, Attention and Understanding		Speaking		
	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Engage in story times</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Listen carefully to rhymes and songs</li> <li>• Listens to and talks about non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Describes events in some detail</li> <li>• Develop social phrases</li> <li>• Learn new vocabulary</li> </ul>			
Personal, Social and Emotional	Building Relationships		Managing Self		Self-Regulation
	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships with both children and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and demonstrate appropriate ways of being assertive</li> <li>• Follow rules without reminders from adults</li> </ul>		<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others</li> <li>• See themselves as a valuable individual</li> </ul>	
Physical	Gross Motor Skills		Fine Motor Skills		
	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions</li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</li> </ul>		<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Show a preference for a dominant hand</li> <li>• Independently learning how to use a knife and fork</li> </ul>		

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> <li>Regularly and reliably subitise numbers up to 3</li> <li>Counts objects, actions and sounds</li> <li>Link the number symbol (numeral) with it's cardinal number value</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count to 10</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compose and decompose shapes recognising that shapes can have other shapes within them just as number can</li> </ul>
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> <li>Treat books carefully and demonstrates an understanding that we read from left to right, front to back etc.</li> <li>Has favourite stories, rhymes, songs or poems</li> <li>Fills in the missing word or phrase in a known rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sound for them.</li> <li>Blend sounds into words so that they can read short words made up of known letter-sound correspondences</li> <li>Re-reads books to build up their confidence and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Forms some lower-case letters correctly</li> <li>Begin to spell words by identifying the sounds and then writing the sounds with letters</li> </ul>
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>Create collaboratively sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them</li> <li>Talk about members of their immediate family and community</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Explore the natural world around them</li> </ul>

