



The Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'



REAL Project Planner

Year: Reception

Teacher: Ms Leaver

Teaching Assistant: Miss Richards

Project Name	Project Summary	Essential Question
<p>People Who Help Us</p>	<p>Children will learn about the occupations of a range of people working in the local community and explore how they help us on a day-to-day basis.</p> <p>They will enjoy reading a range of non-fiction and fiction texts exploring the concept of helping others, looking at the roles played by: dentists, police, lollipop ladies/men and nurses.</p> <p>The children will have the opportunity to meet several "helpers" (nurse, dentist and police) and ask a range of questions.</p> <p>The children will be given the opportunity to act out and engage in a range of role-play activities.</p> <p>The children will give thanks for the work of the above and think about ways in which they too could help their friends and family in simple but important ways.</p>	<p>Who helps you?</p> <p>Who are the different people who help you?</p>

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p>How will the children show in depth subject knowledge?</p> <p>Through observations of children’s learning and discussions in their play. Opportunities for children to demonstrate their knowledge and understanding of “People who help us” during continuous provision e.g. writing, role play, creative work, etc. Evidence will also be collected in the children’s online learning journals. Feedback from parents on the online blog and tapestry comment boxes about children’s learning at home. They will show their understanding of “People who help us” when they present the information to their parents and Nursery children.</p>	<p>How will your children engage in the learning?</p> <p>Classroom displays will heighten children’s interest in, and recognition of the figures in our local community and help them to make links with the world they know beyond the classroom. The focus in the role-play and small world play areas will change slightly each time we look at a different “helper”. Early Years practitioners will play alongside the children initially, modelling the use of language and forms of communication, relating to the “helpers” occupations. The children will have the opportunity of recording their ideas using different writing formats: prescriptions, patients, notes, police notes, dentists’ records, etc.</p> <p>Inviting people in from the community will help the children develop positive relationships with services they will encounter, whilst also teaching them how to ask a question. Children will have the chance to paint the various figures, looking at the coloured clothing they wear and the special features of their uniform.</p> <p>Relate the theme to the children’s lives, individually. Think about what family members/neighbours/friends/the children themselves do for one another. What could we do to help each other, at home and in the classroom?</p>
AUTHENTIC	LEARNING
<p>What will your authentic audience be? Could they take on an authentic role?</p> <p>The children will have the opportunity to share their knowledge and understanding of the roles people play in the community, helping others. They will also engage with the theme imaginatively through role-play, acting out the parts played by others.</p>	<p>How will your children show their learning of content and key skills in this project?</p> <p>Displaying their knowledge and understanding through child-initiated play. Observations of children’s learning and transferable skills across the areas of learning. These will be recorded in their online learning journals. Through assessment for learning – children giving self and peer assessment in adult led activities.</p>

REAL Project Planner Autumn 2018

Project Start	Project End
September 2018	December 2018

Key Outcomes	Trips and Experiences	Immersion - Classroom
<p>The children will show an interest in different occupations and ways of life.</p> <p>The children will be able to talk about their own knowledge and understanding of the roles people play in the community.</p> <p>Children will be able to ask questions to find out the answer to something they are interested in – e.g. the purpose of questioning.</p> <p>The children will be able to role play and act out scenarios involving “people who help us”.</p> <p>The children will be able to create simple representations of “people who help us” using a range of media and materials.</p> <p>Children will be able to talk about and explore ways to keep their bodies healthy – looking at food, exercise and hygiene.</p> <p>Keeping safe on the roads, staying with adult, etc.</p>	<p>Visitors to the school to talk about and answer the children’s questions about their roles in the community.</p>	<p>Displays – large-scale pictures and displays of the people who help us in the community, along with their equipment/vehicles. These can be added to during the unit, when the children have painted and discussed the roles played by these people in our community.</p> <p>Role-play area – dressing up clothes and equipment, writing resources, dolls, vehicles, etc – encouraging children to play the parts of the people we are learning about.</p> <p>Table-top activities linked to the focus of learning: small world play, etc.</p> <p>Take the opportunity to break down gender stereotypes: firemen/women, male Nurses, female doctors, on display in the classroom.</p>

Exhibition Venue	Exhibition Plan	No Attended
Foundation Unit	<p>Fabulous Finish – visit to fire station?</p> <p>Invite KS1 over for children to share their work.</p>	<p>_____ parents/carers</p>
Date and Time		
TBC		

Weekly REAL Project Planning Autumn 2018

Date	Key Outcomes	Developmental Month Bands and Skills
<p>Weeks 1-5</p> <p><i>Teacher Training Days</i> 3rd, 4th Sept</p> <p>10th September – 12th October</p>	<p>To become familiar with staff, routine, expectations and the environment.</p> <p>Project launch-</p> <ul style="list-style-type: none"> • Get the walls decorated with large figures and vehicles of people who help us. • Gather together resources for the role-play covering: dentists, police, lollipop men and nurses. • Sparkly Start- teachers to dress up arriving in the classroom with a problem. Maybe they've hurt their arm, etc? Who could they turn to, to help them? Get the children problem solving. <p>R.E: RA Creation – God's Gifts</p>	<p>Settling children into the Foundation Stage Unit.</p> <p>Reception Baseline assessment- Early Excellence Implementing Reception Baseline assessment on Arbor.</p> <p>RE: Develops the idea of creation to include the children's gifts and talents as God's gifts. To know that the Bible is God given.</p>
<p>Weeks 6-7</p> <p>15-26th Oct</p> <p>Dentist</p> <p>How can we look after our teeth?</p>	<p>Daily phonic session and adult led activities.</p> <p>Weekly Reciprocal Reading session-shared writing comprehension.</p> <p>Twice weekly <i>Power of Reading sessions</i>: Response to illustration, special question and Role on the Wall.</p> <ul style="list-style-type: none"> • Mathematics Counting teeth Sequencing teeth/numbers- one more. • Topic/Creative Role play – dentist surgery. Adults to model and support what takes place in a dentist surgery and the language used. • Invite a dentist in to speak to the children about healthy teeth. Children to be encouraged to share their knowledge and understanding, and to ask further questions. • Children to paint/draw pictures of the dentists. Record their comments. • Use tooth brushes as paint brushes. Children to "clean" yellow teeth with white paint. • Literacy Read "Harry and the Dinosaurs say "Rahhh". Explore feelings of nervousness 	<p>Personal, Social and Emotional Development: Making Relationships; Self-confidence and self-awareness; Managing feelings and behaviour.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Physical Development: Health and self-care:</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Communication and Language; Speaking</p> <p>Uses talk to connect ideas, explain what is</p>

	<p>upon visiting dentists. Set up a tuff spot: cleaning dinosaurs using tooth brushes and bubbles. Support children’s fine motor skill of brushing teeth.</p> <ul style="list-style-type: none"> • PD Sorting – food that is good for teeth, food that is bad for teeth. Both practical and pictorial. • PD/PSED Encourage children to explore the concept of how they can help themselves to look after their teeth. Show the children two minute timers – the measurement of time – to match advice about length of time needed to brush. • RE RB People who care for us 	<p>happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Literacy: Reading and writing</p> <p>Recognising familiar words and logos.</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Mathematics-Numbers:</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Understanding the world: People and communities; the world:</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Expressive Arts and Design: Being Imaginative</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Engages in imaginative role play based on first hand experience.</p> <p>Create simple representations of people, places, things.</p> <p>RE: Further explore family relationships within the context of caring for each other. Importance is placed upon the value of</p>
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		celebration. This is further developed by hearing about times of celebration Jesus shared with his family and friends.
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Half Term		
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<p>5th Nov-16th Nov</p> <p style="text-align: center;">Police</p> <p style="text-align: center;">How do the police help to keep us safe?</p>	<p>Daily phonic session and adult led activities.</p> <p>Weekly Reciprocal Reading session-shared writing comprehension.</p> <p>Twice weekly <i>Power of Reading sessions</i>: Response to illustration, special question and Role on the Wall.</p> <p><u>Topic/Creative</u></p> <ul style="list-style-type: none"> • Role-play: look at taking the role play outside. Starting with adult support, demonstrate the range of jobs police do to support the community. • Role play opportunities to also include writing opportunities: incident forms, notebooks, wanted posters and police badges with the children’s names • Junk modelling: Can the children make some of the props the police use – namely, the walkie talkies. • Wanted posters – emergent writing skills. Children to draw pictures and label accordingly. • Finger prints –children to build up a bank of class prints, using both right and left finger prints and whole hand! <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Counting Ordering numbers-numbers on police cars • Look at the numbers on a mobile phone: what number do we phone if we want to speak to the police. Have a large phone on display. Let’s pretend – role-play the conversation: 999. Use calculators as pretend phones? See phone face using paper plates (saved on pinterest). • Read <u>Burglar Bill</u> by Allan Ahlberg • Read <u>Topsy and Tim Meet the Police</u> 	<p>Tapestry workshop</p> <p>Personal social and emotional development: Making relationships; self-confidence and self-awareness; Managing feelings and behaviour.</p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Physical Development: Health and self-care</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Communication and Language: Listening and attention; Understanding; Speaking</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Literacy: Reading and writing</p> <p>Hears and says the initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sound the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Mathematics-Numbers:</p> <p>Knows that numbers identify how many</p>
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- **PD/PSED/U the W:** Visit from local policemen/women/PCSOs. Discuss variety of their roles. Encourage children to ask questions and explore prior knowledge.
- Explore the “stranger danger” theme featured in the above book. Think about how children can keep themselves safe. Nice idea in the book about the children role-play.
- **RE: RB: People who care for us**

objects are in a set.
 Sometimes matches numeral and quantity correctly.
 Compares two groups of objects, saying when they have the same number.
 Recognise some numbers of personal significance.
 Counts up to three or four objects by saying one number name for each object.

Understanding the world: people and communities; the world:

Shows interest in different occupations and ways of life.

Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.

Expressive Arts and Designs: being Imaginative

Play alongside other children who are engaged in the same theme.

Engages in imaginative role-play based on first-hand experience.
 Creates simple representations of people, places, and things.

Exploring and using media and materials

Understands that they can use lines to enclose a space and then use these shapes to represent objects.

Uses various construction materials.

Constructs with a purpose, using a variety of materials.

RE: Further explore family relationships within the context of caring for each other. Importance is placed upon the value of celebration. This is further developed by hearing about times of celebration Jesus shared with his family and friends

<p>Week 10-12</p> <p>12th – 23rd Nov</p> <p>Lollipop Lady</p> <p>Why does a lollipop lady carry a lollipop and wear a bright yellow coat?</p>	<p>Daily phonic session and adult led activities.</p> <p>Weekly Reciprocal Reading session-shared writing comprehension.</p> <p>Twice weekly <i>Power of Reading sessions</i>: Response to illustration, special question and Role on the Wall.</p> <p>Mathematics: 2D Shape</p> <ul style="list-style-type: none"> • What does a lollipop lady do, and why is it so important?! • Invite her in and look at her equipment. What shape is the face of her lollipop? What does it say on the lollipop? • Introduce children to the names and properties of 2D shapes. Link to a variety of road signs and signals in the environment. • Shape walk. • Shape printing. • Also maintain number recognition and counting skills during warm-up sessions. <p><u>Topic/Creative:</u></p> <ul style="list-style-type: none"> • Maximise letter/sound potential of the simple word “stop”: children to make to make their own lollipop stick lady puppets. • Support the children drawing round their hands and cutting them out. Use the hands as leaves on a “helping hand tree”. Can the children take pictures of their friends being helpful to others? Emergent writing – record the children’s comments about the examples they have captured and encourage them to record their ideas too. • Make figure puppets of the people who help us using a wide variety of materials and media. Encourage children to use the puppets to make up stories and acting out scenarios. <p><u>PD/PSED/U the W:</u></p> <ul style="list-style-type: none"> • Learn the chant: stop, look, listen. Practice crossing the road using the playground. Explore and discuss the language around zebra crossings, traffic lights, kerb, pavement, left and right, the Green Cross code, etc. 	<p>Phonic workshop</p> <p>Personal, social and emotional development: self-confidence and self-awareness; making relationships</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>Physical Development: Health and self-care</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Communication and Language: Listening and attention; Understanding; Speaking</p> <p>Is able to follow instructions (if not intently focused on own activities)</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’</p> <p>Literacy- Reading and writing</p> <p>Hears and says the initial sounds in words.</p>
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	<ul style="list-style-type: none"> • Several useful songs: learnenglishkids.britishcouncil.org/en/songs/top-look-listen-think. • think.direct.gov.uk/resource-centre/assets/EY-Crossing-the-road-safely-with-an-adult-Pack-Introduction • Think about fluorescent, reflective materials. What is their purpose, as the evenings darken? • <u>RE: Four weeks of advent</u> 	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Mathematics- Shape, Space & Measures: Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects.</p> <p>Understanding the world: People and communities: Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Expressive arts and design: Exploring and using media and materials: Begins to build a repertoire of songs and dances. Uses simple tools and techniques and adapts works where necessary.</p> <p>RE: To know that celebrations are important and we will be able to take part in celebrations that prepare us for this special time. There are four special Sundays in Advent leading to the celebration of the birth of Jesus and that the four candles on the Advent wreath represent the four Sundays. To know that Advent is a special season of prayer for Christians</p>
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<p>Week 13</p> <p>26th Nov– 30th Nov</p> <p>Nurse</p> <p>What does a Nurse do to take care of us?</p>	<p>Weigh</p> <ul style="list-style-type: none"> • Creative/Topic: Sing: Miss Polly Had a Dolly! Humpty Dumpty! Head, shoulders, knees and toes. • Children to attempt to create x-rays using black sugar paper and art straws. Think about the shapes of hand skeletons. • As part of the role play area, writing opportunities: making appointments, writing notes for the appointment, prescriptions, etc. • Role play area: once again, adult to support, developing the language children require. Provide children with bandages, plasters, etc. • Children to label their bodies! Do we know what the different parts of our bodies are called? • Pictures/photographs of x-rays. • PSED/Understanding the world: Explore the children’s experiences of going to the doctor and seeing Nurses. What do Nurses do in surgeries? Focus on the vocabulary of caring and the requisite equipment: temperatures, thermometers, stethoscopes, patient, etc. • Visit from a Nurse, explaining their job role. Children to explain knowledge and ask questions. • Mathematics: Weighing scales – demonstrate a nurse weighing a baby, making sure it is growing. Leave weighing scales out for children to experiment with. Use the vocabulary of heavier than, lighter than, balancing, etc. <p>PD</p> <ul style="list-style-type: none"> • Explore how we can look after our bodies every day in the classroom: reiterate healthy eating, washing hands – with soap! blowing noses, drinking water. • <p>Fabulous finish! Mixture of creative work (paintings), written work, role-play, singing.</p>	<p>Personal, social and emotional development: self-confidence and self-awareness; making relationships</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>Physical Development: Health and self-care</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Communication and Language: Speaking:</p> <p>Uses vocabulary focuses on objects and people who are important to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Literacy – Reading and writing</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Mathematics- Shape, Space & Measures:</p> <p>Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Orders two objects according to weight.</p> <p>Understanding the world: people and communities:</p>
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		<p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>RE: Christmas: Knows parts of the story of Jesus' birth. Know that he was born in a stable in Bethlehem. Understand that his birth was very important because he was the Son of God.</p>
<p>Weeks 14-16</p> <p>3rd-21st Dec</p>	<ul style="list-style-type: none"> • Assessment (Letters and Sounds assessment) • Writing assessment • Early Excellence Tracker- End of Autumn assessments • Practise showcase • Children's showcase • Learning about the Christmas story • Christmas activities- making Christmas cards and calendars. <p>Christmas concert</p> <ul style="list-style-type: none"> • Practise Christmas concert • Perform to parents/carers 	<p>Expressive Arts and Design- Being Imaginative:</p> <p>Plays alongside other children who are engaged in the same theme. Create simple representations of objects.</p> <p>Using Media & Materials:</p> <p>Use simple tools and techniques competently and appropriately. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources.</p> <p>RE- Christmas</p>