


Unit Plan: Our Diverse Heritage? (6 weeks)

Rationale

Pupils start this unit by learning about themselves. We want pupils to see themselves as a valuable member of the school community and celebrate their uniqueness. Pupils talk about their families and their own family heritage, locating where they are from on a world map. This is to show that we live in a diverse community. Pupils explore and familiarise themselves with their local area to ensure they feel accepted, welcome and safe in their local community. Pupils finish the unit by exploring their own and others' emotions in order to self-regulate, deal with the challenges of school life, build empathy for others and show the school values. This unit aims to give pupils a solid understanding of themselves and the community they live in.

Core Texts	Key Figures	Enrichment
	n/a	<ul style="list-style-type: none"> Local area walk
		Written outcomes
		<ul style="list-style-type: none"> Letter formation Name writing Labelling family portraits Completing sentence about the local area
Physical development	Maths	Links to NC areas
<ul style="list-style-type: none"> Can I join in with a PE lesson? Can I travel in different ways? Can I balance on equipment, by myself/with a partner? Can I sit on the floor with good posture? Can I jump and land? Can I combine movements? Can I use equipment safely? Can I begin to hold a pencil with a tripod grip? Can I explore and practise cutting skills with scissors? Can I manage school routines? 	<ul style="list-style-type: none"> Can I copy a pattern? Can I continue a pattern? Can I make an AB pattern? Can I start to subitise? Can I recognise what is the same and not the same? Can I say if I have more or fewer than a friend? 	<ul style="list-style-type: none"> PSHE Geography Art

Unit Sequence of Lessons - Our Diverse Heritage? (6 weeks)				
Week	Area of Learning	Learning Challenge	Outcomes	Adaptive Teaching
1-2) This is Me	Communication and Language	Can I listen to a short story? Can I talk about a story I have heard?	Verbal discussions	Sentence stems I have hair.
	Personal, Social and Emotional Development	Can I talk about myself and what makes me special?	I like.....photos in floor book.	
	Literacy	Can I say what I like? Can I articulate my ideas and thoughts in well-formed sentences? Can I form some letters? Can I write my name?	Name writing under a picture of themselves. Talk about what they can see. I am special because..... adult to scribe the ending.	Name cards Overwriting
	Expressive Art and Design	Can I paint myself using paint that represents my skin colour?	Self-portrait, using paint.	Scaffold and models of self - portraits.
3)The Family Book	Communication and Language	Can I listen to a short story? Can I talk about a story I have heard? Can I talk about my family? Can I draw and label my family?	Verbal discussions Drawing a family picture and labelling them. Mum, dad, siblings' names.	Sentence stems. In my family..... Scribe on family portrait
	Understanding the World	Can I talk about my family's heritage? Can I remember where my family comes from on a map?	Talk about family verbally. Picture of them to world map to display heritage.	Show multiple times.
4)This is Our Local Area (non-fiction)	Communication and Language	Can I listen to a short story? Can I talk about a story I have heard? Can I learn and use new vocabulary relating to my local area?	Verbal discussion Can I complete the end of the sentence. This is my.....	
	Understanding the World	Can I explore my local area? Can I talk about where I live?		

	Literacy	<p>Can I name some features of my local area and Leicester City?</p> <p>Can I say why some places are special to the community?</p> <p>Can I articulate my ideas and thoughts in well-formed sentences?</p>	<p>Go on a local area walk and capture pupil comments and photos for the floor book.</p> <p>This place is special to my community because...</p>	Scribe
5)Colour Monster	<p>Communication and Language</p> <p>Personal, Social and Emotional Development</p> <p>Expressive Art and Design</p>	<p>Can I listen to a short story?</p> <p>Can I talk about a story I have heard?</p> <p>Can I talk about what makes me frightened, happy, angry and sad?</p> <p>Can I try to understand the feelings of others?</p> <p>Can I try to moderate my own feelings?</p> <p>Can I explore mixing colours?</p> <p>Can I remember which two primary colours make my chosen colour?</p> <p>Can I evaluate my painting?</p>	<p>Verbal discussion</p> <p>Floor book discussions about feelings.</p> <p>Paint a colour monster with a secondary colour.</p>	<p>Teacher to scribe pupils' thoughts and feelings.</p> <p>Scaffolding of language around feelings</p> <p>Support remembering the colours.</p> <p>Scribe</p>
6)Ravi's Roar	<p>Communication and Language</p> <p>Personal, Social and Emotional Development</p> <p>Expressive Art and Design</p>	<p>Can I listen to a short story?</p> <p>Can I talk about a story I have heard?</p> <p>Can I make links between stories I have heard?</p> <p>Can I talk about what makes me frightened, happy, angry and sad?</p> <p>Can I try to understand the feelings of others?</p> <p>Can I try to moderate my own feelings?</p> <p>Can I see myself as a valuable individual?</p> <p>Can I explore and use artistic effects?</p> <p>Can I use colour and lines to express my feelings?</p>	<p>Verbal discussion</p> <p>Show an emotion in a photo and make adaptations to the image to express feelings.</p>	<p>Sentence stems I feel.....because...</p> <p>Modelled example.</p>