

Willow Tree Academy - Roughwood Primary School- What will I be when I grow up?

Links to Texts- Scan the QR codes with your smartphone or tablet

My Mum is Fantastic by Nick Butterworth



My Dad is Brilliant by Nick Butterworth



Busy People- Teacher



Emergency by Margaret Mayo



Book Coverage

My Mum is
FANTASTIC

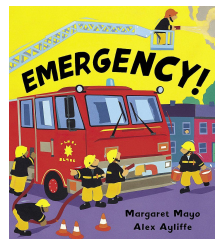
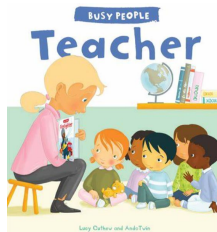


Nick Butterworth

My Dad is
BRILLIANT



Nick Butterworth




Key Themes to explore in Topic

We will be using the books as a stimulus for our learning. Throughout this topic, we will be exploring themes of;

- Family and friends (including care givers)
- Key workers
- Jobs and people who work in our community
- Asking for help and being helpful/teamwork
- Keeping safe
- Dreams and aspirations
- Developing school community (linked to Nemesis)
- Seasonal change (Autumn to Winter)

Key Vocabulary

<p><u>Reading:</u></p> <ul style="list-style-type: none"> • To use a basic picture book to find information following a prompt e.g. where is the car? • Choose and explore books independently (turning the pages). • Begin to understand how to handle books carefully. 	<p>Big Question- What will I be when I grow up?</p> 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Starting to develop imaginative play by exploring resources in provision. • Begin to show an interest in early mark making. • Manipulate and play with different materials, exploring textures. • Join in singing songs and rhymes and copy the actions.
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Join in with a dough disco session to develop fine motor control. • Show an interest in mark making- fingers, apparatus and tools. • Hold a tool with the first palmer grip. • Develop hand-eye coordination through scooping, pouring and filling activities. 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • Begin to compare sizes, bigger, little and smaller. • Explore and use shape sorters and puzzles. • Use number language in their play. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Showing an interest in exploring materials and tools. • Sitting together for snack times and trying different tastes and textures. • Gain control over their bodies through both indoor and outdoor play. • Sit on a small bike and know how it is used.
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Recognise some familiar environmental sounds and say what they can hear. • Listen to short stories in a small group. • Build on their repertoire of Nursery rhymes and join in with songs and actions. • Begin to put a few words together and speak in simple sentences to express their wants and needs. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Continue to learn new vocabulary linking to seasonal change. • Begin to imitate their own family and cultures through pretend play. • Begin to understand that there are different environments, for example, understanding that penguins live where it is cold. • Begin to understand the sequence of dressing in warm clothes for outdoor play (e.g. wellies, then hat, gloves etc) 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • To build key person relationships, supporting children when separating from a parent or carer. Children begin to find ways of managing transitions. • Notice others around them and play alongside others. • Begin to show confidence in their play. • React to a stimulus to help calm emotions and feelings.