



This unit builds on the Nursery unit: All about Me. We know that not all children in Reception will have been in a nursery using PKC, so we have repeated much of the content but added more challenging vocabulary, different suggested texts and additional suggested activities. If children have learned the Nursery unit, they will have some background knowledge already established from which they can build. Teachers must use their professional judgement to think about the children in their group or class and what they need, what is appropriate and how best to teach these plans. Please adjust these plans where necessary, incorporate your own ideas, ideas the children have and focus on how these plans will work in your context with your children. All about me is a unit that has been sequenced to be taught at the beginning of Reception year. EYFS leads who have both a Nursery and Reception are encouraged to think about progression between the two 'All about Me' units, which texts could be repeated and enjoyed again etc.

The first session in this plan invites children to think about their bodies, the different parts and what they can do. This offers lots of opportunity to physically move around, to orally rehearse key words and to assess how confident children are at naming and describing parts of their bodies. You can extend their vocabulary beyond basic labels such as hands, feet etc by identifying knuckles, wrists, ankles etc. We suggest reading Dan and Diesel by Charlotte Hudson to teach children about sensory impairment. Other texts relating to our bodies, including texts that refer to disability, can be included here. This will be built upon in Reception and in Year 1 when the children learn about their senses and study Helen Keller who was blind and deaf. Children will learn about the Human Body every year in KS1 and KS2 in Science.

Moving forwards through the unit, children will learn about their families and how we grow and change over time. The plans must be taught with sensitivity to ensure all children in any family situation feel included and valued. Please think about the texts and images you share to ensure the lessons reflect diversity and inclusivity. Children will think about what they might like to do when they grow into adults. They will Read Hari's Box by Juliet Bell and will think about all the things that happened in the past to Hari's family. You could create a box of memories for the class to store photos and mementos in throughout the year.

Children will then learn about the place where they live. We have suggested some ideas for activities, but the content here very much depends on your local context. Think carefully about what you'd like your Reception children to know about where they live, what is important for them to recognise or understand about your local area. This leads on to children learning about people who help within our local communities. This again can be tailored to your local area and relevant people who the children may see or interact with. Children will focus first one people who help in our every-day lives such as shopkeepers, doctors, teachers, delivery drivers etc. Then children will learn that some people help us if there is an emergency such as police officers, firefighters and paramedics. If children learned about these things in Nursery you can stretch them by teaching more specific vocabulary or a wider variety of people who help us.

Finally, after thinking about themselves, where they live and people in their community, children will finish this unit by thinking about the changing seasons. We've sequenced this lesson content in this way as children should be able to see summer changing into autumn around them. There is scope here to include any key autumn festivals that happen at this time of year. Children can study autumn leaves through a magnifying glass and talk about the changing weather. You might like to take children on a nature walk to look for conkers and leaves of different colours. If children studied this in nursery that have another chance to learn key vocabulary, to extend their understanding and make connections with what they already know. Children will build on their understanding of seasonal changes in Reception and Key Stage One in Science.