



# Who lives in my house?



## Pre-Learning Experience and/or Hook:

Large pictures and videos of buildings that are familiar to them in the locality



## Visits/Visitors:

Children's family

## Local, National and Global links:

Their own house/features and buildings in Long Eaton.



## Post Learning Experience:

Invite extended family in for a visit/tea party.

## Suitcase for life including key words (Vocab Blast sessions)

Family, mum, dad, brother, sister, grandparents, materials, strong, buildings, Long Eaton.

Do they know who their immediate family is?  
Are they aware of any extended family?  
Can they name and describe different buildings?



## Understanding the World

22-36  
Has sense of own immediate family and relatives.  
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  
Notices detailed features of objects in their environment.  
30-50  
Shows interest in the lives of people who are familiar to them.  
Remembers and talks about significant events in their own experience.  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.



## Reading, Writing and Maths opportunities

22-36  
Repeats words or phrases from familiar stories.  
Distinguishes between the marks they make.  
30-50  
Shows interest in illustrations and print in books and print in the environment.  
Sometimes gives meaning to marks as they draw and paint.  
22-36  
Recites some number names in sequence.  
Creates and experiments with symbols and marks representing ideas of number.  
Notices simple shapes and patterns in pictures.  
Beginning to categorise objects according to properties such as shape and sizes.  
Begins to use the language of size.  
30-50  
Uses some number names and number language spontaneously.  
Uses some number names accurately in play.  
Shows an interest in shape and space by playing with shapes or making arrangements with objects.  
Shows awareness of similarities of shapes in the environment.



## Expressive arts and design

22-36  
Experiments with blocks, colour and masks.  
Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.  
30-50  
Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.

### Communication and Language

22-36

Single channelled attention. Can shift to a different task if attention firmly obtained – using child’s name helps focus.

Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. *Who’s that/can? What’s that? Where is.?*).

Uses language as a powerful means, of widening contacts, sharing feelings, experiences and thoughts.

30-50

Listen to others one to one or in small groups, when conversation interests them.

Focusing attention – still listen or do, but can shift own attention.

Is able to follow directions (if not intently focused on own choice of activity).

Beginning to understanding ‘why’ and ‘how’ questions. Uses vocabulary focused on objects and people that are of particular importance to them.

Builds up vocabulary that reflects the breadth of their experiences.

### Personal, Social, Emotional Development

22-36

Shows affection and concern for people who are special to them

Separates from main carer with support and encouragement from a familiar adult.

Expresses own preferences and interests.

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Show understanding and cooperates with some boundaries and routines.

30-50

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Can select and use activities and resources with help.

Welcomes and values praise for what they have done.

Can usually adapt behaviour to different events, social situations and changes in routine.

### Physical Development

22-36

Shows control in holding and using jugs to pour, hammers, books and mark-making tools.

Beginning to use three fingers (tripod grip) to hold writing tools.

Beginning to be independent in self-care, but still often needs adult support.

30-50

Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Understands that equipment and tools have to be used safely.

### Questions

Who else lives in my house and what are they called?

What is special about my family?

What can I see out of my window?

What is my house made of?

Who visits my house?

### Possible Activities

Baseline drawing of themselves/family member.

Three Little Pigs – repeated refrains, joining in with masks/puppets.

Testing materials

Do you want to be my friend? Eric Carle.

Home corner role play.

Selection of buildings/photos in Long Eaton

Goldilocks and the Three Bears – size

Walk around school grounds – link to shapes.

Children to bring photos of their home/family for discussion/display.

