

Reception Spring 1: People Who Changed History

Curriculum connections

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English

Continue to build a rich vocabulary through 'Word of the Week' and by listening to a variety of stories as part of our book spine and stories that link with our Learning Quest topic.

Learn by heart a number of nursery rhymes such as; Row Row Row Your Boat, London Bridge and Oranges and Lemons. Use phonic knowledge to continue to hear and say the initial sounds in a word and segment and blend sounds to read words and simple sentences.

Fluently write letters using the Read Write Inc. handwriting rhymes and use learnt sounds to write words phrases and short sentences.

Recognise and read a few common exception words (red words).

Orally recall the main events of a story using Talk for Writing strategies and actions.

Join in with repeated refrains, suggest what might happen next.

Use story language to confidently retell core texts such as Little People Big Dreams: Mary Anning and The Billy Goats Gruff.



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Maths

Understand the 'one more/one less' relationship between consecutive numbers.

Compare numbers to 10, linking numbers to quantities and understanding the difference in which are greater/fewer. Combine two groups together using physical objects and be able to use the vocabulary related to simple addition.

Compare length, weight and capacity and be able to correctly describe their observations using the correct vocabulary.

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Understanding the World

Discuss pictures, stories, artefacts and accounts from the past, such as fossils, bones and stones.

Explain similarities, differences and changes over time.

Understand how the past has impacted their lives today, focusing on Mary Anning and Isambard Brunel as key figures from the past.

Understand the effect of changing seasons on the natural world.

Through Forest School sessions, explore the natural world around them, making observations of animals and plants.

Learn that an algorithm is a set of instructions to carry out a task in a specific order when programming a Bee-bot.

Understand why some religious stories are special to people and to show respect when sharing religious experiences.

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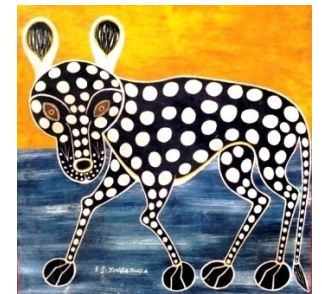
Expressive Art and Design

Become familiar with the artist Edward Tingatinga and create their own version of art work inspired by him.

Create and construct with a range of materials including paper, cardboard, fabric and use different techniques for joining these. Orally retell familiar stories and innovate these with new characters and ideas.

Using the stage in the outside area, begin to perform a repertoire of rhymes, songs and stories as well as their own inventions.

In music lessons, learn the difference between a speaking, singing, quiet, loud and thinking voice and keep a steady beat by patting their knees or performing a pulse action during a song.



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1 Personal, Social and Emotional Development

- 1 Explore and learn how to resolve minor day-to-day problems independently.
- 1 Learn to show understanding of others feelings, and begin to regulate their own behaviour accordingly.
- 1 Explore the PSHE Jigsaw unit 'Dreams and goals' which includes setting and working towards simple goals, waiting for what they want and regulate their behaviour accordingly.
- 1 Show a growth mindset by persevering when a challenge arises and working hard to overcome obstacles.
- 1 Explain and understand the reasons for the rules, continuing to develop their knowledge of right from wrong and try to behave accordingly.
- 1 Learn to develop an understanding of how others help us.
- 1 Learn to play cooperatively and take turns with others.

1 Physical Development

- 1 Develop overall body strength, coordination, balance and the agility needed to engage successfully with future physical education activities. They will have opportunities to spin, rock, tilt, fall, slide and bounce.
- 1 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, brushing teeth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
- 1 Further develop their fine motor skills to use a range of tools competently, safely and confidently - tools such as pencils, paint brushes, scissors, tweezers, spades, forks and spoons, through a variety of learning opportunities and open ended play.
- 1 Show accuracy, care and control when drawing and painting.
- 1 Develop the foundations of a handwriting style which is fast, accurate and efficient.

1 Communication and Language

- 1 Listen and talk about stories to build familiarity and understanding.
- 1 Listen attentively and respond with relevant questions as an individual or group.
- 1 Have conversations back and forth with their teachers and peers.
- 1 Ask questions to find out more and understand what has been said to them.
- 1 Connect one idea or action to another using a range of connectives.

1 Spanish

- 1 **De colores**
Colours, body and face parts.
'Fuera de aquí: horrible monstruo verde' story.
(Go away horrible green monster).

1 Spiritual, Moral, Social and Cultural Development

- 1 WC 8 Jan - Values: Kindness
- 1 WC 15 Jan - NSPCC
- 1 WC 5 Feb - Chinese New Year
- 1 WC 5 Feb - Safer Internet Day
- 1 WC 5 Feb - Children's Mental Health Week