



Reception Spring 2

Where Will I go?

Reception To The Rescue!



Intent	Implementation	Impact
This half term we will be: • Learning about different seasons- especially spring and the environment around us. • Finding out about real life superheroes such as nurses, doctors, police officers and firefighters. • Learning about different jobs people in our school community have, e.g. a lunch time supervisor, the headteacher, the site manager. • Learning about and understand why some people celebrate Shrove Tuesday and Easter. • Learning how to be safe on the internet as part of Safer Internet Day. • Developing core stability and hand/eye coordination through our PE sessions. • Learning about how to keep our teeth healthy and clean on our "Dentistry Day". • Developing language skills and foster a love of reading by enjoying focus stories, books about real life jobs and non- fiction information texts to enhance our learning. • Find out about past/present	• All areas of learning are planned for explicitly as well as providing opportunity for knowledge and skills to develop during 'independent learning time' (Planning time) • Children will learn how to interview a real-life superhero e.g. nurse, doctor, police officer • Look at ways grown-ups do jobs to help our local community in school and beyond stay safe and find out about the tools that help them, e.g. stethoscope, blood pressure monitor. • Talk about the ways that we can keep healthy and look after our teeth. • Read fiction and non-fiction books and poems and gather information on people and communities. • Learn about Easter and participate in an Easter Godly Play session and reflection. • Through our focus story of The Three Little Pigs we will explore materials to build a strong structure. • Through our PE sessions we will focus on ball skills and team games.	Key Outcomes: • Children will understand what types of jobs adults do. • Will talk about how different professions help people within the community. • Will be able to talk about the effects of spring on our local environment and how it feels different to Autumn/Winter. • Will know why some materials are stronger than others. • Will understand some families celebrate Shrove Tuesday, Lent and Easter and what that represents for them. • Will be more aware of how to stay safe on the internet and what to do if they feel unsafe. • Will understand why they must look after their teeth and how to brush them properly. • Will develop core stability and good hand/eye coordination due to PE and will be able to follow instructions. • Will continue to develop key literacy and maths skills and use phonic knowledge to inform their learning. • Celebrate World Book Day as a school.

	• Find out about past/present using books - Florence Nightingale, old and new transport. • World Book Day.	
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Communication and Language - Prime Area

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent

Development Matters - Focus points

Key Knowledge

- To know, understand and be able to use the new vocabulary taught in discussions and play.
- To know different features of texts- **author, illustrator, illustration, blurb, front cover.**

Listening Attention and Understanding:

- Learn rhymes, poems, and songs (see above).
- Use new vocabulary in different contexts.
- Describe events in some detail.

Key Skills

- To show understanding by using questions to clarify.
- To demonstrate understanding of taught skills by demonstrating them in independent play.
- To be able to participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

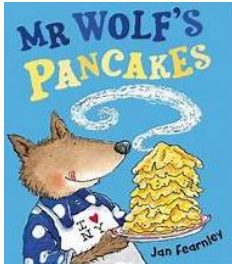
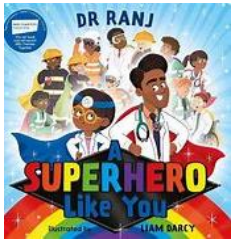
Communication and Language-Speaking:

- Begin to understand how and why questions and give explanations.

Implementation

Activities/Provision/Teaching & Learning Opportunities

- On-going:
- Daily circle time - Hello song, Days of the week, Weather
- Weekly story focus
- Echo reading
- Reading areas with a range of text - inside and outside to share with adults and children
- Range of songs within performance area
- Daily story and reflection time

• Begin to understand and ask how and why questions. • Listen to adults from the local community.	• Use because to explain their predictions and thinking. • Talks more extensively about things that are of particular importance to them linking to our local environment.	
<i>*See Development Matters for further guidance</i>	Specific activities related to this term	
	Shrove Tuesday • Learn about the reason behind Shrove Tuesday tradition. • Following instructions to make pancakes. • Pat-a-cake rhyme • Ask friends favourite toppings of pancake and record on a tally chart. • Read Mr Wolf's Pancakes • Pancake Day races with Little Learners children. Superheroes in the community: Visits from people who help us in the community- talking about their profession and showing things they use in their job eg stethoscope, keys. Children to think of questions and interview the adult when they come in. Teachers to model asking and writing questions. Focus on Where, what, why, who, how question words. -A nurse -A Police Officer -A Firefighter -A Lunch Time Supervisor -A Site Manager -The Headteacher	 

World Book Day Celebration and activities- whole school

Focus Story The Three Little Pigs

Talk about favourite stories. Know different features of texts-

author, illustrator, illustration, blurb, front cover

- Story map
- Story "S"- use of words **first next after that finally** and add additional words and phrases **One sunny day.....suddenly**
- Create own story alternatives and retell to others using this format.
- Builders yard role play in Meadow
- Den building in forest. Team work and collaboration skills.



Personal, Social and Emotional Development – Prime Area

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent

Development Matters – Focus points

Implementation

Activities/Provision/Teaching & Learning Opportunities

Self-Regulation knowledge:

- To know and understand our school values- honesty and understanding
- To know that different people can help us in different ways

Self-Regulation Skill:

- To understand how to make the right choices and the consequences of not making the right ones
- Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Ongoing:

- Star of the day/Reward chart and class bear
- Daily Routines and class/school rules
- This terms school values – Respect and kindness
- Well-being Wednesday – 5 to thrive
- Daily reflection/collective worship
- Daily Feelings check in -add 2 further emotions/feelings- 1)happy, 2)sad 3) excited 4) **angry** 5) **tired once these have been introduced and explored**
- Open ended resources to encourage team building, e.g. den building, water area, large sand area, bikes etc.

Managing Self Knowledge:

- To know that different people can help us in different ways.
- To know how to look after our overall health and wellbeing.

Managing Self Skill:

- To understand how to make the right choices and the consequences of not making the right ones
- Manage their own needs.

- New experiences this term to add to the routine:-
- 1) Outdoor PE/Forest Fun sessions
- 2) Join whole school celebration assembly.
- 3) Develop Discovery Zone in outdoor area and explorers back packs
- 4) Morning jobs group work (Preparation for Y1 transition)
- 5)Introduce one challenge a week

	• Show resilience and perseverance in the face of challenge. • 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.	During 5 To Thrive sessions explore feelings using scenarios. Discuss ideas for how people can self-regulate and show resilience if they feel this way. Discuss what makes us proud about ourselves and share Learning Journeys and Patches to show how we have all improved since being in Reception. • Learning about and listening to how their peers celebrate different events eg Pancake Day, Easter • Learning to develop skills using bats and balls • Taking part in Science investigations - focus on testing and resilience if an initial idea does not work.
Building Relationships Knowledge: • To know that different people can help us in different ways	Building Relationships Skill: • To understand that sometimes we can help other people	Specific activities related to this term Introduce tidy up roles for groups of children to check each area and develop responsibility. Safer Internet day activities. Home - Safer Internet Day Dentistry Day- carousel of activities related to healthy eating and how to look after our teeth (see detailed plan) Interviews with real life superhero guests finding out how they help other people

Practices skills of assertion, negotiation and compromise within planning times and lunchtime.

Looks to a supportive adult for help in resolving conflict with peers.

Circle time to share what they would like to be when they grow up

Team games in PE

Forest Fun collaborative challenges and den building



What makes a superhero? Identify qualities of a superhero.

Children will write about a superhero in their life e.g. mum, dad, sibling, friend -

Visits from real life superheroes talking about their occupations.

Children to design themselves as a superhero- what special powers would you have and why?

Keeping fit and healthy – Being strong is an important part of being a superhero. What foods and activities can help us to be fit and strong? Discussion around healthy foods and activities for Dentistry Day.

Physical Development - Prime Area

Educational Programme

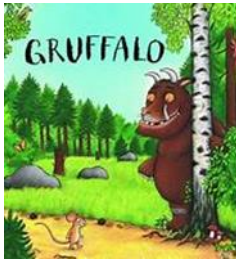
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge Gross Motor To know how to throw and catch a ball.	Key Skills Gross Motor Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball	<i>Ongoing</i> - Gross motor skills focus within outdoor environment - The Meadow/physical trolley/ up-levelled bikes and scooters and at the forest - Continued use of trim trail and playground at lunch times with small apparatus - Brain breaks
Key Knowledge Fine Motor To know how to hold a pencil effectively to support accurate letter formation.	Key Skills Fine Motor To begin to form recognisable letters which are formed mostly correctly.	- Range of tools and equipment to support fine manipulative skills in all areas of the environment. - Squiggle whilst you wiggle/handwriting opportunities x3 weekly.
<i>Ongoing physical knowledge and skills:</i> - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. - Develop foundations for handwriting style. - Develop the effective use of the tripod grip.		- Playground PE 1x weekly Ball skills focus - Funky fingers table with opportunities to practise new skills- see environment plans. - Introduction of letter/number formation within teaching of phonics and maths - rhymes to support - Physical trolley in outdoor area to be up-levelled. Aiming apparatus and netball net - Doing up and unbuttoning/zips on items of clothing focus-funky fingers table/whilst lining up to go outdoors on own personal coats - A wider range of building bricks added to deconstructive area

	• Stage area to include props for retelling stories and dance equipment. • Racing games inspired by the Pancake races • Creative area: teach children joining techniques with slots and split pins. • Make puppets using split pins - moving parts • Handwriting practice x 3 weekly • Morning jobs- fine motor focus, e.g. threading beads, pin boards, tricky word writing, etc. • Use of small scissor scoops in sand area inside • Wavy scissors added to creative area when making special person cards-focus activity. • Builders' yard set up in Meadow. Bricks and cement. Builders' tools.
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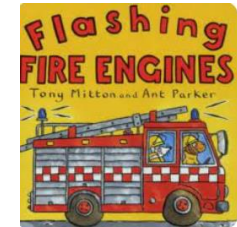
Literacy - Specific Area

Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Literacy Key Knowledge Comprehension: To know how to justify a prediction using because	Literacy Key Skills Comprehension: - To make predictions and explain understanding in shared texts. - To talk about a favourite book in detail.	- On-going: - Well stocked reading and writing areas alongside books and mark making within all areas of provision inside and outside. - Continuation of Monster Phonics programme - embedded in the environment - Phonic posters and writing prompts displayed. - Daily phonics sessions alongside interventions and scaffolding activities - Monster phonics/Dandelion reader books sent home matched to phonics sounds taught. - Use of Seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - Virtual classroom - Continuation of e-books matched to Monster Phonics weekly learning - Label models and display in model museum.
Word Reading Knowledge: To know how to blend sounds to read cvcc and ccvcc words - Read the phonemes- oa, er, igh, air, oi, ear, ure. Blend these sounds into words. - Read captions	Word reading Skills: To be able to read aloud simple sentences and books that are consistent with phonic knowledge, including taught common exception words.	

Writing Key Knowledge: To know how to form some capital letters correctly, specifically the initials of own names.	Writing Key Skills: - To think of and write simple sentences. - Write captions using known graphemes and HFWs. - Begin to write a simple sentence with known letter sound correspondences. - Begin handwriting practice.	- Focus HFW sessions daily during lining up times and lunchtime queuing. - HFW's sent home for children to practise with additional games for children who are struggling. Precision teaching for key children Use of focus stories to create reading and writing opportunities, e.g.  Finding letter from the Big Bad Wolf - write back and tell him how to be a good friend. Label and write instructions to build a new house that is strong for the 3 Little Pigs Draw story map of story and retell. Echo reading and put story in order  Creating a story map using The Gruffalo as the guide- for a new adventure. Story "S". Teacher scribe retelling. Design own special super hero cuffs. Write a label to explain super powers it contains. Introduce Explorers back packs outside



Use of non-fiction books to research fire engines in the past, Florence Nightingale, hospitals etc. Children to create own non-fiction books about a special interest to them.



-Superheroes:

What makes a superhero? Identify qualities of a superhero. Children will write about a superhero in their life e.g. mum, dad, sibling, friend -

Superhero names with alliteration - Super Sam, Fantastic Fiona -Reading and sharing books about

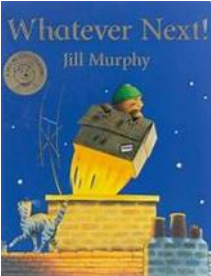
superheroes and non-fiction books about emergency services.

-Evil peas visit Reception and take toys hostage- Children to write to evil peas/ask questions, write adventures for Supertato.

Superhero books- Super Daisy by Kes Grey, Elliot Midnight Superhero by Anne Cottringer, Supertato by Sue Hendra and Paul Linnet

Writing thank you letters to everyday superheroes and writing to a superhero for help

Invisible writing—candle wax/lemon juice

		• Use of labels when children are making own small world in water tray and tuff spots, malleable area and home corner.  • Retelling of story using props and masks inside and out • Write own messages and put in a bottle and make into a time capsule about what they want to be when they grow up. (well-being Wednesday activity) • Use of non-fiction texts to explore Space and Planets.
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Mathematics - Specific Area

Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Mastering Number Programme Subitising explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	Mastering Number Programme Cardinality, Ordinality and Counting - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	Mastering Number Programme Composition - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10.	Mastering Number Programme Comparison compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
Key Knowledge SSM To know the names and properties of 3D shapes: sphere, cube, cuboid, cone cylinder	Key Skills SSM To begin to name 3D shapes and explore their properties	On-going: - Counting songs and rhymes - familiar ones and introduce new ones 12345, 3D shape songs - Daily circle time incorporating a range of maths skills including counting boys and girls- whose photos will be displayed on a tens frame pp, building the total with Numicon, recording the total and those absent. - Mastering number programme - 10 minutes daily focused maths sessions and Numberblocks clips - SSM focus 1xweekly- see White Rose maths	

		• High quality maths provision embedded within the environment to support both number and SSM • Maths Display - Number line with focus numbers/representations, working wall, vocab, maths in action • Numbers in the environment outside and inside
<i>*See Development Matters and NCETM Document for further guidance</i>		• See NCETM weekly Planning. • SSM: Builders Yard- handling real objects. • 3D shape hunt in environment • Creating models using 3D shapes and blocks. • Flat shape to "fat" shape magic trick. • 3D shape shop. • Shape lucky dip

Understanding the world - Specific Area

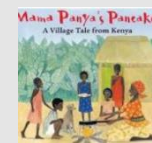
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Key Knowledge Past and present To know what the words 'past' and 'present' mean.	Key Skills Past and Present Can draw similarities and make comparisons between past and present - fire engines.	On-going: Exploring seasonal change Using all senses in hands-on exploration of materials. Celebrating families, similarities, differences and achievements - Discussions and pictorial evidence show on our timeline to show events from our Reception journey - RE sessions- see Lincolnshire Agreed Syllabus- "What makes a story special?" Unit. - Well-being Wednesday activities, - PSHE group times - daily collective worship linked to values-Honesty and Understanding - Visits to the Forest for forest fun - Daily weather observation and record - circle time	
Key Knowledge People, Culture and Communities To know that there are different occupations and ways of life indoors and outdoors	Key Skills People, Culture and Communities To show an interest and ask questions to members of the community that have different occupations.		
Key Knowledge The natural world - To know all 5 senses. - To know vocabulary 'sweet, sour, salty, fizzy, fruity, liquid, flavour'.	Key Skills The natural world To use the sense of taste, smell and sight to identify a liquid.		

- To know what the word 'Season' means
- To know that we are in the season of 'Spring'

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figure from the past.
- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

**See Development Matters for further guidance*

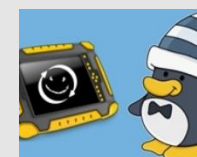
- Listen to a range of multi-cultural stories including Mama Panya's pancakes.
- Make pancakes together.
- Pancake races.
- Learn about Shrove Tuesday and Easter celebration for Christians and how these are special to them.
- Godly play session focussing on the events of Holy Week.
- Create own Story map -The Three Little Pigs-focus story.
- Explorers back packs introduced outside. Small hut turned into explorer's den/camp.
- Information about multi-cultural musical instruments and where they come from in music area.



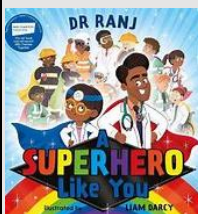
- Spring walk. Explore the changes of the season and look back on timeline at the autumn walk/Winter walk. How does the air feel now? What changes can you see? Feel? Hear? What will happen next in the seasons?

- Look at non-fiction texts and clips to get information about Fire engines and how they have changed/Florence Nightingale and hospitals.

Smartie the Penguin- internet safety. February.



- Real life Superhero visits from Nurse, Police Officer, firefighter. Look at equipment used and the type of occupation each professional does. Compare and contrast this new information learnt with fire engines and how they have changed over time, the story of Florence Nightingale and how hospitals have changed.



- **Dentistry Day**

keeping fit and healthy - Being strong is an important part of being a superhero. What foods and activities can help us to be fit and strong?
Discussion around healthy foods and activities for Dentistry Day.



Science Assessment

- taste-testing. Taste a range of liquids and guess what they are from using senses. To know vocabulary 'sweet, sour, salty, fizzy, fruity, liquid, flavour'

Expressive Arts and Design - Specific Area

Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Creating and Materials Knowledge To know how be able to safely construct with a purpose and evaluate their designs.	Creating and Materials Skills To return to and build on previous learning, refining ideas and developing the ability to represent them	On-going: - Creative area with continuous provision and enhancements based on topic/interests/next steps - Home corner, deconstructed role play, prop box - Storytelling through small world and construction play - Performance area with CD player - Focus on cultural music/instruments. - Continue developing costume shop in home corner	
Being Imaginative and Expressive Knowledge To know how use a range of props to support role play.	Being Imaginative and Expressive Skills - To develop storylines in pretend play. - To create patterns of sound, selecting appropriate instruments. - To create collaboratively, sharing ideas, resources and skills.	- Introduce further props e.g. measuring tape, occupation costumes, spirit level in deconstructive area - Fire station role play area outdoors- trikes, hoses, water, chalk to create fires - Builders yard - Hospital/doctors role play, doctors' notes, x-ray machine, bed to enhance the home corner. - Include superhero resources across provision inside and outside. - Weekly music sessions - Charanga/Music Express See music plan on LTP	

Focus Artist: Roy Liechtenstein- pop art.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources, and skills.
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

**See Development Matters for further guidance*

- Creative area challenges - design a new house for the 3 little pigs/ pattern making using bricks and sponges.

- Focus skills: fanning and folding, joining techniques: slots and split pins.



Superheroes: Mask and cuff making

Superhero capes

Supertato design and make



- Focus artist to inspire artwork next term focus. Roy Lichtenstein- pop art



Children to create their own pop art using their photo or hand.